

THE SCHOOL JOURNAL

ELIZABETH, N. J.

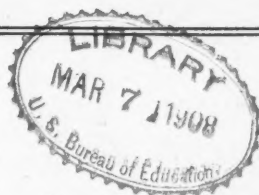
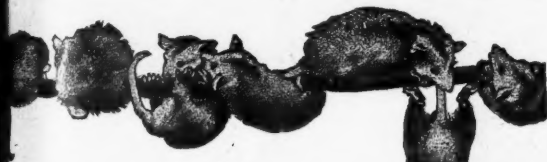
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A Monthly Journal of Educational Progress

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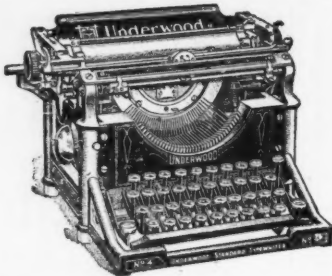
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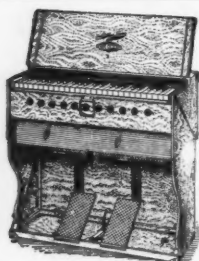
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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXV.

March, 1908

No. 24

OSSIAN LANG, Editor.

Wasteful Manual Activity.

Manual training is a comparatively new study. It is not so new, however, that we should be satisfied to have it continue to be treated in a crude, experimental fashion. There is too much waste. In many of the primary schools this waste is positively frightful. There are so many things to be done, and the school day is so short, that the frittering away of precious effort becomes a most serious matter.

Most of the mistakes observable in manual training, as at present conducted, seem to spring from two sources. On the one hand everything is sacrificed to a theory, to a system of logic; on the other, everything is subjugated to narrow trade considerations. The former condition usually obtains if the construction of the course is managed by a logician-educator with a theory. The latter is the usual result where a mechanic is put in charge of the manual training. Both are wrong, of course.

The trade idea of the mechanic is readily disposed of. The school cannot teach every trade nor prepare for every profession. It would obviously be unfair to make any one vocation an end toward which the school seeks to lead its pupils. Educational considerations must be supreme, particularly in the elementary school.

The educational theorist is not so readily vanquished. His plan is supported by an intricate network of conclusions drawn from a fundamental conception which, in itself, is apt to win assent by its plausibility. Take, for instance, the culture epoch idea. It does seem as if the life of the child followed in its development the evolution of the race. The enthusiast is sure of it. His declarations and arguments may, for the time being, persuade us all that the child lives over again the ages thru which the world has passed. Following up this assent, he may get us to acknowledge that the school should adapt its instruction to this graded scheme of evolution. The child is a cave man at a certain period, and everything must be done to have him repeat the life of the cave man as the books have reconstructed it, that stand upon the library shelves. Avaunt all questions as to what may be best for the actual child before us, now and hereafter. We are dealing with the cave man. The reference cards of the library will help us discover the activities that were supposed to occupy those ancient worthies who dwelt in caves. The theory must be preserved. Let common sense go hang itself.

Is this overdrawn? There is a school with a collection of stones that are used in the stone age "epoch." The stones are preserved with watchful care lest the whole course of instruction may be upset by the loss of one of these necessary implements of the stone age child.

The culture epoch idea as originally enunciated by Herbart was to help the teacher explain the child. The mechanical logician-pedagog has transformed it into a foundation for a course of study. And if the child does not fit the theory, so much the worse for the child.

The culture epoch idea is by no means the most objectionable of the theories that furnish the schools with programs. There are other mechanical views that have wrought even greater mischief. There is the exhaustive educator, for instance, who would not have the child unacquainted with any line of activity. As all activities cannot be carried on at the same time, he manages to spread them over the several years of the school course. It may be paper and clay in the first year, sand and putty in the second, wire and pasteboard in the third, gardening and raffia in the fourth, sewing and woodwork in the fifth, etc. Every activity is exhausted in the time allotted to it—and then it ends. Pasteboard work may be capable of furnishing educational occupation for the whole school course, but such a consideration would be in conflict with the underlying theory. Pasteboard belongs to year three, and there is no room for it above or below.

It is expected that the investigations now being made by a committee of the N. E. A., will bring good sense and some sort of vital order into manual training.

What is especially needed is educational vitalization of the subject. The child must be interested in order to derive profit from his efforts in this direction. Profitless manual training has no excuse for being in the elementary school. Every activity should be useful. The repairing and binding of books, the framing of pictures, the making of toys, the tending of a garden, the dressing of dolls, the building of a bookcase or a rowboat—all these things have a living purpose behind them that the child can comprehend. That is the chief point.

Whether the teacher has a beautiful theory in mind or not is not as important as that the child shall know what it is all about and what it is all for. And if the parent can comprehend the rationale of the manual work, another valuable point is won. The support of the parents is one of the most valuable assets a school can have. Whatever is done, keep the real educational needs of the real children to the fore.

Hygienic Conditions of Education.

Dr. Maxwell has done a great work for New York City. His insistence upon proper hygienic conditions in the schools is especially commendable. Health is first. Child-life in the crowded city has not heretofore received the special attention necessary to interpret its needs aright. Dr. Maxwell goes at the root of the matter when he writes:—

"The conditions of modern city life and of modern school life tend to produce physical defects and disease in children, which, unless remedied at the start, retard their progress in school and diminish their usefulness and happiness in after life.

"The conditions of modern city life which tend to produce physical defects in children, are: *Lack of exercise*, city children seldom having to walk more than two or three blocks to school, and having little work to perform about the home that would develop the muscles and breathing

capacity; crowding in poorly-lighted and poorly-ventilated apartments, which results in various forms of tuberculosis; lack of space for free play; lack of interesting occupation outside of school hours; *excessive noise* (New York in its crowded parts being probably the noisiest city on the globe); *lack of sufficient sleep*, owing to the noise and excitement; *insufficient or unwise feeding*, tea or coffee and bread being the principal articles of diet in the tenement house; uncleanly habits of person, owing to lack of bathing facilities and to lack of knowledge of the need of soap and water.

"These conditions tend to produce various forms of nervousness, lowered vitality, defective eyesight, defective teeth, and probably those growths in the nose and throat which restrict respiration and drive the child into reckless mischief and defiance of authority.

"Tho the school is doing what it may with its present resources—by physical training, by games, by athletic sports, by the maintenance of recreation centers—to neutralize the evil effects of urban life upon children; yet these resources are inadequate because they do little or nothing for those children, who are suffering from some physical defect.

"They are admirable and necessary for those children who are naturally healthy and vigorous; but what a farce it is to urge the boy, who is weak thru the insufficiency or unfitness of his food, or who cannot breathe properly because of adenoid growths in his throat, to go in for relay racing or cross-country running!"

Dr. Maxwell recommends the establishment of a department of school hygiene under the control of the Board of Education. His position is sound. The Board of Health is not capable of managing the complicated problem of school hygiene aright. The purpose for which the schools stand is education. Hygiene supplies the proper conditions for carrying on the educational work. The question is not whether the bare sanitary requirements of the Board of Health are observed, but whether the conditions are favorable for the carrying on of the work of education. This point can only be decided by the educational authorities. Hence the department of school hygiene ought to be under the control of the officers held responsible for the education of the young. The wisdom of Dr. Maxwell's recommendations has been proved by the experience of Chicago.

Shall the Rod be Restored?

A special committee appointed by the New York City Board of Education to investigate the question of corporal punishment has reported in favor of restoring the rod as a last resort in extreme cases. It is to be hoped that the board will set itself firmly against this reactionary proposition. A system of discipline founded upon brute force is bound to fail. There is yet to be shown one single case in which the rod in itself has had a salutary educational effect. It is mighty poor reasoning to declare that love and moral suasion are the chief means of discipline when at the same time the final resort is to the rod. The character of the system is determined by its ultimate working out. If it is all founded upon the rod, the whole system is necessarily base.

The best thing that has yet been said upon this subject appeared in the editorial columns of the New York Times on February 15. Corporal punishment is referred to as a "barbarous and long discredited device—a device which has had a more thoro trial than any other as a means of maintaining discipline, not only in schools and among children, but in every walk and rank of life, and has always proved the most dismal of failures."

The Times says further that "civilization has recognized the failure of corporal punishment, and

has for a century past been slowly banishing the rod in every department of discipline. Adults are no longer beaten except in rare instances, and then shamefacedly, but the right of children to immunity from the argument of physical pain is not yet fully recognized." We are daily growing further away from barbarism. "The parent is still allowed to bolster up his authority by this wretched means at will, tho within limits, and the world of teachers remains divided in opinion as to its necessity."

The best teachers do not resort to assault and battery; the Times is therefore justified in concluding that "teachers who cannot do it are to that extent incompetent, and if they cannot acquire the higher arts of control, they should do what proved failures in other pursuits are expected to do and are made to do if they refuse."

Superintendent Maxwell's attitude is the right one. The board will make a serious mistake if it restores the rod. To be sure, there are worse punishments than the rod. Nagging, for instance. Teachers who are afflicted with a tendency to nagging are in need of a long vacation. Then there is threatening. What a flood of it there will be when the rod has been declared restored! This danger alone, which is by no means an imaginary one, ought to prevent the board from a compromise with brutality.

Opinions are not going to settle this matter. Let the board appoint a commission to investigate conditions in the schools which get along without corporal punishment. Inspector James L. Hughes, of Toronto, can give them some pointers. He had in his city a school where the rod was the chief device for the maintenance of order. He remonstrated with the principal and pointed out that another school had for years been getting on without physical punishment and yet maintained superior discipline. Inspector Hughes was told that there was "a difference in children." The hint was accepted, and the principals were exchanged, with the result that before many weeks the school which had never known the swish of the rod was filled with rebellious pupils that could not be subdued in any other way than by resort to brute force, while the school that had had its daily round of howlings and gnashing of teeth had become a very human institution.

Let the board investigate the facts. It will be a good thing for the New York City schools. And the rod will never be restored.



President Hadley, of Yale University, and Professor Schofield, of Harvard, our "Exchange Professors" in Germany, snapped in the streets of Berlin.

The Habit of Cheerfulness.

Cheerfulness is a habit. It may be acquired and developed exactly as grumpiness is. Taking this for granted, it becomes part of the business of the school to teach the young to be happy. The holidays are the special occasions for this particular kind of training. It is far more important that the children should learn how to get the largest amount of joy out of life than that they should be able to solve examples in percentage.

People who try honestly to be cheerful cannot help spreading cheer around them. If there is any place in the world where sunshine and sweetness ought to be most abundant, it is the school-room. Courses of study and methods and fine equipment don't make the atmosphere; the living teacher does. The price of the teacher who is always cheerful is far above rubies.

In no other employment are right views of happiness more necessary than in teaching. The young are very sensitive to the influences emanating from the teacher's personality. Their valuations of the good things of this world are shaped by the estimate of the adults whom they regard as competent judges.

The Appreciative are Appreciated.

A plain-spoken wise man once said, "Hang it, how I do like to be liked!" We all of us want friends. We all of us want to be appreciated. While there is satisfaction in the consciousness that we are honestly laboring for the good of others, we like to be told in words, or by other tokens, that our efforts are approved. When the Almighty had made the heavens and the earth, and everything in and on them is, He saw the result, and "behold, it was very good." He was pleased. But the Good Book tells us, too, that His joy is to have the children of men praise Him for His wondrous works. Why should not the teacher hunger for approval?

There is no danger of spoiling teachers with too much praise—honest praise, of course. Sincere appreciation not only rewards for past efforts, but spurs on to greater achievement.

Now let the teacher realize that his pupils are as much as he in need of the encouragement that comes from commendation. Approval accomplishes greater things than reproof. It is a plan worth testing for at least a month.

The tactful teacher always has a smiling "Thank you," for every little service received. It is a pleasure to pick up the pencil he has dropped, to draw down the shade, to open the window. He appears to take for granted that every child does his best at whatever task is assigned him. And that faith is a mighty incentive to honest effort.

The appreciative teacher is appreciated. He who is always looking for the good in others—always believing the best—leads others to think well of him.

The appreciative teacher never spends much time worrying whether he is in the right place where he is. Why should he? Perhaps the people of the community are not congenial. But he knows they are well-meaning, and he can get on with them. It is sufficient for him to realize that they need him. For company, he has books. And he has God's great out-of-doors, which is in tune with every mood of every appreciative mortal.

Moreover, lack of congeniality is not necessarily a permanent condition. A better understanding

of the people among whom we live will win us friends. And that can be cultivated.

The appreciative teacher always speaks well of the community in which he labors, of the place, and of the people in it. A Pennsylvania teacher writes that she has made it a point to have her predecessor remembered by her pupils; at Christmas time the pupils write letters to former teachers, telling of the progress they are making and of their hopes for the future. What a splendid idea this is! It is actually training the children to be appreciative.

The appreciative teacher is appreciated. His faith in others is a power for good.

Mr. D. C. Heath.

The death of Mr. Daniel Collamore Heath at his home in Newtonville, Mass., was a sad loss to the publishing world and to American education. He was a man of noble ideals, ideals within the scope of practical achievement. To these he consecrated his best efforts. The ideal of harmonious co-operation between home and school appealed to him particularly. He was prominently identified with several associations having this end in view. In his business he made it a rule to bring out only such publications as appeared to him to mark a definite step forward from an educational point of view. With his attitude he combined a keen business sense which developed the business of D. C. Heath & Company, in twenty-four years, from one which could be carried on in two small rooms to



a publishing house with three large centers in Boston, New York, and Chicago.

Starting out with thirteen books and eleven pamphlets, there are on the list of this firm at the present time more than one thousand books, and D. C. Heath stands in the front rank of the school publishing business.

Mr. Heath was born in Salem, Me., in 1843. He was prepared for college in Lewiston and was graduated from Amherst College in the class of 1868. For two years after his graduation he served as principal of the high school at

Southboro, Mass. Two years of attendance at the Bangor Theological Seminary followed. He then spent a year in travel abroad, and upon his return to this country he became supervisor of schools at Farmington, Me.

Mr. Heath entered the book business in 1874, representing the firm of Ginn & Brothers at Rochester, N. Y. The following year he opened a branch house for the firm in New York City, where he remained for some months. Mr. Heath was then admitted to partnership, the firm name becoming Ginn & Heath. This relation continued until 1886, when Mr. Heath disposed of his interest and entered in business on his own account. In 1889 Mr. C. H. Ames became Mr. Heath's partner, the firm name being changed to D. C. Heath & Co. In 1892 Mr. W. E. Pulsifer was admitted to partnership, and in the following year Mr. W. S. Smyth was also made a partner. In 1895 the firm was incorporated, Mr. D. C. Heath as president, Mr. Ames as vice-president, Mr. Pulsifer as treasurer, and Mr. Smyth as secretary.

Mr. Heath had not been in vigorous health for three years and had given up more and more of the responsibilities of the business to his associates, and the business will be carried on according to his wishes, as it has been in the past.

Favorite Authors and Favorite Books.

Superintendent of Libraries, Claude J. Leland, of the New York City Board of Education, has made an interesting investigation into the preferences of children for particular authors and books. He asked teachers who had charge of the work in English in the grammar grades for reviews or opinions written by pupils on their favorite readings. About four thousand children replied. Special emphasis was laid on the reasons for their choice.

Louise M. Alcott heads the list of favorite authors. Shakespeare, De Foe, Sir Walter Scott, Longfellow, Grimm, Andersen, Mark Twain, and Andrew Lang are included in the list. This certainly is a most encouraging showing.

Here is the list of "favorite books" in the order of preferment as indicated by the children's replies.

- 1—"Little Women." (Alcott.)
- 2—"Sara Crewe." (Burnett.)
- 3—"Uncle Tom's Cabin." (Stowe.)
- 4—"Black Beauty." (Sewell.)
- 5—"Birds' Christmas Carol." (Wiggin.)
- 6—"Robinson Crusoe." (Defoe.)
- 7—"Rebecca of Sunnybrook Farm." (Wiggin.)
- 8—"Old-Fashioned Girl." (Alcott.)
- 9—"Grimms' Fairy Tales."
- 10—"Evangeline." (Longfellow.)
- 11—"Alice in Wonderland." (Carroll.)
- 12—"Little Lord Fauntleroy." (Burnett.)
- 13—"Little Men." (Alcott.)
- 14—"Revolutionary Maid." (Blanchard.)
- 15—"Five Little Peppers." (Sidney.)
- 16—"John Halifax." (Mulock.)
- 17—"Bow of Orange Ribbon." (Barr.)
- 18—"Under the Lilacs." (Alcott.)
- 19—"David Copperfield." (Dickens.)
- 20—"Hope Benham." (Perry.)
- 21—"Trinity Bells." (Barr.)
- 22—"Eight Cousins." (Alcott.)
- 23—"For the Honor of the School." (Barbour.)
- 24—"Girl of '76." (Blanchard.)
- 25—"Ivanhoe." (Scott.)
- 26—"Little Lame Prince." (Mulock.)
- 27—"Oliver Twist." (Dickens.)
- 28—"Ramona." (Jackson.)
- 29—"Story of Betty." (Wells.)
- 30—"Anderson's Fairy Tales."

Medical Inspection of British School Children.

Corsul Frank W. Mahin, of Nottingham, states that to effectuate a recent act of Parliament, the British Government board of education has issued directions for the medical inspection of school children. This inspection is aimed to prevent in future generations the "physical unfitness" which,

according to expert evidence, now exists in certain classes of the English people.

The duty of inspection is laid upon local education authorities. All children in elementary schools, whether known to be ailing or not, must be inspected. Three inspections must be made during the child's school life, the first when he enters school; the second, three years, and the third six years later. The inspections are to be made on the school premises during school hours. During 1908, children leaving school will also be inspected.

The Department of Superintendence at its Washington convention, last month, urged upon Congress the passage of a measure to provide for the teaching of agriculture, home economics and manual training in the normal schools of the United States. A bill of this kind has been introduced in Congress by Senator Burkett, of Nebraska. It has received the approval of the heads of all the normal schools in the country and the official indorsement of the N. E. A.

The measure provides for an annually increasing appropriation, starting at \$500,000, and reaching \$1,000,000 at the end of five years—\$100,000 increase each year. This money is to be paid to the various States for the promotion of the study of agriculture, home economics and manual training. One-half of the money is to be divided equally among the States and this and other half *pro rata* among the State normal schools in proportion to the length of term held and to the number of students enrolled.

Dr. Elmer Ellsworth Brown, U. S. Commissioner of Education, recommends that the 18th of May be set apart in all American schools as a day of commemoration of the opening of the first Peace Conference at The Hague. Such a celebration would seem to be most desirable. It certainly is full of educational significance. Let us have an annual Peace Day.

Grover Cleveland, our honored ex-President, was the first to suggest the observance of an annual Peace Day in the schools. About eleven years ago he advocated its institution. THE SCHOOL JOURNAL took up the suggestion, but the teachers were not ready, and it failed to win acceptance. Two years later the world outside of the schools caught the idea. After The Hague conference, there were more or less positive calls for due regard by the schools for the international peace movement. Now the time appears to be ripe for action. Commissioner Brown's recommendation should be accepted.

To the young the teacher represents the guide into that far-off country which we call the world or human life. What has been, what is, and what is to be—all this the teacher seems to carry in his mind and in his personality. How much his being enters into the shaping of the future of his pupils he may never know. Let him be sure, however, that when he leaves his field of labor he may look back upon it with the assurance in his heart that the silent influences going out from his personality cannot have injured or offended the most receptive and sensitive of his pupils. Who giveth offense to the least of these, it were better that he had never been born.

Fortunately for mankind and his future, the school draws into service each year many of the noblest and sweetest young women of the land. To those whose desires run after material rewards, teaching holds out little promise. It is only they who would rather teach than do anything else, who can find here real satisfaction.

Let us have faith in our own work, and interest in it, and hoping, believing, and laboring—grow.

The News of the World.

Dr. Ernest Brenner has been elected President of the Swiss Republic for the year 1908. Dr. Brenner is a distinguished jurist. Last year he was at the head of the Department of Justice and Police in the Republic.

Abraham Goldfadden, a Yiddish poet and playwright, whose reputation among his own people was world-wide, died in New York on January 10. As the funeral proceeded thru the streets of the East Side of the city, to the Peoples Theater on the Bowery, and then to the Williamsburg Bridge, 25,000 mourners followed the hearse. Many of Goldfadden's sayings are almost household words among the Jewish people.

The fleet of United States battleships that is on its way to the Pacific sailed into the harbor of Rio Janeiro on the 12th of January. Since then it has passed thru the dangerous Magellan Straits and is now on its way to San Francisco, where great preparations are being made for its reception.

The Storting, or Parliament, of Norway, was opened by King Haakon on the 13th of January. A bill was introduced for the construction of more State railways. Another bill covered conditions under which concessions should be given for the acquisition and exploitation of waterfalls, forests, and mines.

A terrible fire occurred in the theater at Boyertown, Pa., January 13. The upsetting of the oil footlights and breaking of the floor destroyed the theater and caused the death of more than 170 persons. These were largely women and children. The town contained only 2,500 inhabitants, and it is believed that there is hardly a family which has not suffered bereavement thru the calamity. Many families have been entirely wiped out.

Gustaf V, the new King of Sweden, has abolished the usual coronation ceremonies. He has made known his intention of doing away with the pompous ceremonies with which the Swedish Diet has been opened in the past.

If the ocean were not salt, according to *St. Nicholas*, it would freeze somewhat more readily than it does now, but there would be no other marked difference. The ocean is prevented from freezing largely on account of its size and its movement. Because of its size, large portions of it extend into warm climates at all seasons of the year, and because of its great depth it is a vast storehouse of heat. The various currents therefore distribute warm water amid the cold.

At Paris, on January 13th, Henry Farman, the French aeronaut, won a prize of \$10,000 by flying a kilometer in an airship heavier than air. The flight was made at the rate of twenty-six miles an hour and was witnessed by an official committee. Aeronauts consider this the greatest exploit in aerial navigation since Santos Dumont circumnavigated the Eiffel Tower in a dirigible balloon.

One of the best European friends of American children was Wilhelm Busch, who recently died at a ripe age in Germany. His "Max und Moritz" was written in two languages. It was afterwards translated into many tongues, and the pictures were in universal language, intelligible to all children. For many years his genial comedy de-

lighted children of all ages who could read *Fliegende Blätter*, the German funny magazine.

The first passenger sub-river tunnel between New York and Brooklyn was opened a few weeks ago. It has a capacity of more than twenty thousand persons an hour, but the new thoroughfare has had scarcely any effect upon the size of the crowds that use the old bridge.

Largest Appropriation.

In his annual report to the President, Secretary of the Navy Metcalf recommends that Congress at its coming session appropriate \$69,270,000 for the construction of new ships. This is the largest appropriation ever asked for by any Secretary of the Navy for naval increases at one time, and is about two-thirds of the total annual appropriation for the entire naval establishment, including construction, in the last few years. Secretary Metcalf's recommendation is based on the reports of the General Board of the Navy and the Board of Construction. The General Board first took up the subject of naval increase, and made a recommendation for an increase amounting to \$62,000,000. This report was then considered by the Board on Construction, which raised the limit of cost on many of the vessels, the increase aggregating \$7,270,000. The largest item is \$38,000,000 for four battleships of the Delaware type.

Mississippi Jetties Completed.

The jetties at the mouth of the Mississippi River, the construction of which was commenced four years ago, are practically completed. They will give the South one of the deepest harbors in the world by opening to access of the largest steamships afloat the 100- and 200-foot depths of the lower Mississippi.

The jetties consist of two parallel walls, one about three and the other about four miles long, lying some half a mile apart, and built in the shoal water at the junction of the Southwest Pass and the Gulf of Mexico. The swift current which they have produced, aided by dredging, has caused such a tremendous scour as to already make from fifty to eighty-five feet of water in some places where, at the beginning of the work, the depth was but little over a man's head. The jetties have no foundations, but rely for their stability upon their extremely broad bases, being from 100 to 150 feet wide at the bottom.

They are capped by a sea wall four feet high. It is expected, however, that the whole structure will gradually sink until this concrete wall is entirely submerged. The cost was a little short of \$3,000,000.

King and Crown Prince of Portugal Assassinated.

On the afternoon of the last day of January, the King and Crown Prince of Portugal were assassinated. The royal family were returning to the capital from Villa Vicosa where they had been sojourning. As the carriage was passing along the street, the assassins suddenly sprang forward and levelled carbines at the carriage. They fired, mortally wounding King Carlos and the crown prince and slightly wounding the king's second son, Manuel. The king and the crown prince lived only long enough to be carried to the marine arsenal near by. Queen Amelie, who was in the carriage with the king and crown prince, was unhurt.

The activity of the revolutionists seemed to have reached a climax on the night of January 23d when

several Republican leaders were captured as they were preparing to destroy Premier Franco with a bomb. The plot against the royal family was organized by a small group of these Republicans. The plan was to destroy the Premier and then depend for success upon street up-risings, supported by republican and labor organizations armed with bombs and revolvers, with the object of proclaiming a republic.

Several of the leaders in the plot were captured.

The late King Carlos was born December 28th, 1863. He married, in 1886, Marie Amelie of Orleans, the oldest daughter of Comte de Paris. He ascended the throne in 1889. His reign was, on the whole, an unusually peaceful one, and his affability and good nature made him popular throughout Europe.

Manuel II, Carlos' second son, is the new king. He was born in Lisbon in 1889.

Edward MacDowell.

Edward Alexander MacDowell, the American composer, died on January 23 at the Westminster Hotel, New York City. Mr. MacDowell had been ill for almost three years, the result of a mental break-down which occurred in 1905.

Edward MacDowell was born in New York, December 18, 1861, of Scotch, Irish, and English ancestry. He began his study of music in early boyhood, under Teresa Carreno, the well-known pianist. When he was fifteen years of age he entered the Paris Conservatory, and later studied in Frankfort, Germany. After his return to this country he established himself in Boston, where he remained until he was called to the chair of music at Columbia University, in 1896.

There is a story to the effect that a wealthy Bostonian once asked Paderewski what would be the best means of employing a large sum of money for the encouragement of music in this country. The pianist is said to have replied, "Give the money to Mr. MacDowell so that he can retire from teaching and give his entire time to composing. You will then be doing a great thing for America and for Art."

Two American universities, Princeton and the University of Pennsylvania, conferred on the composer the degree of Doctor of Music.

Much of Mr. MacDowell's later work was done at his summer home in Peterboro, N. H. In the neighborhood of one hundred and thirty compositions bear his name. These include a number of very beautiful songs. Of his piano pieces, probably the *Tragica*, *Eroica*, *Norse*, and *Keltic* sonatas, the *Indian* suite for orchestra, the *Woodland* sketches, the *New England* idylls, and the sea pieces are the best known.

Death of Ouida.

Ouida, the novelist, died on January 25, at the home of her maid, near Florence, Italy. Her death was due mainly to old age, altho it was hastened by the privations which she had undergone in recent years. During the last few months of her life, she was compelled, at times, to sleep in the open air because she was unable to pay for a night's lodging. She was very fond of dogs, and up to the very last of her life was surrounded by a number of them, depriving herself of even the necessities to supply food for them.

Ouida's real name was Louise de la Ramee. Very little is known of her ancestry and early life. It is generally supposed that she was born in England, her father being of English, and her mother of French extraction. It has been claimed since her death, however, that she was an American by

birth. As she seldom said anything about her early life, the facts will probably never be known. At any rate, she spent her girlhood in so many countries that she could hardly be said to have any nationality. She spoke German, French, and Italian fluently, and read with ease several other languages. She had lived in Italy a number of years before her death.

Her age has always been a mooted question with biographers. It is probable, however, that she was about seventy-nine years old at the time of her death.

Ouida derived her pen name from her childish mispronunciation of her name, Louisa. She was probably best known thru her novel "Under Two Flags," which was published in 1867, and dramatized a few years ago. Probably the story of hers which is most beloved by school children of all nationalities is "The Nurnburg Stove." This is a literary gem and may well be read in school-rooms in connection with remarks upon the death of the author.

Edmund Clarence Stedman.

Edmund Clarence Stedman, the well-known poet and writer, died suddenly at his home in New York City, on January 18, at the age of seventy-five years. Mr. Stedman was born in Hartford, Conn., and as a student at Yale University he won distinction in English and Greek composition.

After his education was completed, he was for a time editor, in Norwich and Winsted, Conn. Later he took up his residence in New York City, and was there connected with several of the daily



EDMUND CLARENCE STEDMAN.

Courtesy of *The Outlook*, New York.

papers, and with *Putnam's* and *Harper's* magazines. During two years of the Civil War he served as Washington correspondent of the *New York World*.

In 1864, Mr. Stedman became a member of the New York Stock Exchange, retaining his seat there until 1900. During all his years of business life he continued to do literary work of a high order, publishing several volumes of poems.

Mr. Stedman was known far and wide as the "banker-poet." While a number of his verses are well known in the schoolroom, perhaps the one which children everywhere enjoy most is "The Wind."

Current History of the United States.

By MAUD ELMA KINGSLEY, Maine.

Domestic Affairs.

The Trust Problem.

1. Situation of affairs.

- (a) During the summer of 1907, political interest in the United States centered mainly on the so-called "trust problems," i. e., the relations of the great business corporations with the Government and people of the United States.

2. The question of public control of corporations.

- (a) It seems to have become a settled principle of American politics,

- (1) That these relations are a matter of public concern;

- (2) That these gigantic combinations of capital cannot be left to the operation of the legal principles designed to regulate the conduct of individuals.

- (b) The most important incidents attending the application of this principle in the year 1907 were as follows:

- (1) The putting into operation of the so-called Hepburn Act for the regulation of interstate commerce. (Passed by Congress in 1906.)

- (a) By this act the United States Government

- a' Takes cognizance of the rates charged by transportation companies doing an interstate business, to the end that these rates shall be applied reasonably and uniformly.

- a² Prescribes for such companies a uniform system of bookkeeping, in order that their earnings and financial condition may be a matter of public record.

- (2) The acts passed by the legislatures of most of the States relative to corporation business.

- (a) These acts have, in most cases, taken the definite and practical form of fixing a maximum rate per mile for passenger fares on railroads within the States. (It is alleged by the railroads that these rates have been fixed arbitrarily without regard to whether or not they afford a just compensation for the service rendered.)

- a' On this ground Governor Hughes, of New York, a recognized leader in the movement for public control of corporations, vetoed an act of this nature passed by the legislative of his State.

- (b) In some States of the South and West action has been taken with a view to restricting or stopping altogether the business of the so-called "trusts," as dealers in merchandise.

- a' In Texas, a merchant who binds himself by agreement to check competition, by handling only one line of goods, is liable to ten years' imprisonment.

3. The prosecution of corporations and corporative directors in the Federal Courts for underhand dealing and combination in restraint of trade.

- (a) These prosecutions have been, for the most part, under old statutes passed before public sentiment was so firmly fixed on this question—statutes which have been, hitherto, rather laxly enforced.

- a' These trials reached a sensational culmination on April 13. Then the Standard Oil Company was convicted in Chicago of allowing some 1,500 car loads of its products to be transported by a railroad at one-third of the rate paid by other patrons of the road. The company was sentenced by the presiding judge to pay fines aggregating over \$29,000,000.

(This is probably the heaviest fine ever imposed in the ordinary course of justice, and is greater than the aggregate of all the fines imposed by the Federal Courts of the United States in their whole history.)

- b' This fine is justified by the supposed enormous wealth of the offending corporation; by the fact that it controls many of the railroads which transport its products; and by the extreme difficulty of obtaining legal proof of this offence of "rebating."

- c' Alarmed by the decline in the market-value of their properties, following this heavy punishment for an offence which has been common, corporate interests have appealed to President Roosevelt to offer, on the part of the Federal Administration, immunity for past offences to corporations which punctiliously observe the law in the future.

(This policy, however, the President has refused to adopt.)

4. The clashes between the Federal and State Courts growing out of the uncertainty as to the constitutional limits of power in dealing with corporations.

- (a) The most serious conflicts of authority have occurred

- a' In North Carolina, where the question involved was the right of a minor Federal Court to suspend, by injunction, the operation of a State law, pending the determination of its constitutionality by the Supreme Court of the United States.

- b' In Alabama, where the State authorities practically denied to a corporation permanently located and doing business in Alabama, but having its home office in New York, the right of appeal to the Federal Courts.

(In both these cases, as in others of less importance, the matter has been settled for the present by the unconditional submission of the corporations, thru fear of permanently forfeiting the good will of their customers, to the State authorities, pending the final decision of the Supreme Court of the United States.)

5. The disturbance of business generally, consequent on the decline of public confidence in the earning power of the great corporations.

- (a) The supreme disfavor into which the great corporations have fallen has caused a steady decline in the market-value of corporation stocks and securities of all kinds.

- a' Disturbance of General Business.—This fact would not, of itself, greatly disturb general business, since the demand both at home and abroad for all the staples of American production

or manufacture has remained extraordinarily active. General business, however, is connected with stock speculation thru the operation of great banking institutions organized primarily for the purpose of financing great corporation undertakings, but which have, by offering high rates of interest, become the depositories of much of the surplus mercantile capital of the country. The decline of the securities in which these banking institutions deal, has shaken public confidence in their stability; and, in October, a determined run was made on some of the largest "Trust Companies" in the leading financial centers—a proceeding which forced a few of such companies to close their doors.

- b' Disarrangement of the Entire Banking System of the Country.—This act of the "Trust Companies" so alarmed depositors that the entire banking system of the country has since been disarranged by persistent withdrawal of deposits for hoarding.

(While this condition lasts, business operations of magnitude or of a speculative nature will be severely hampered, and the money stringency will be felt, more or less, by all business interests).

3. President Roosevelt's policy as regards trusts.

- (a) As a step towards a final adjustment of the relations of the great corporations, President Roosevelt advises that all corporations organized for interstate business be incorporated under Federal law and controlled by the Federal Government.

(1) Opposition to this policy.

- (a) It would give rise to continual friction between State and Federal jurisdiction and must, in the end, result in weakening the authority of the States and unduly centralizing the powers of government in the hands of the Federal administration.

- (b) The question of expediency is complicated with a constitutional question:

- a' The advocates of Federal control base their constitutional authority on Section 8, of Article I. of the Constitution, which confers on Congress the power to "regulate commerce among the States," and "to establish and maintain post roads."

- b' The opponents of Federal control maintain that the corporation problem is of recent growth, and that it is historically impossible that the framers of the Constitution could have embodied in their work any regulations applicable to it. Unless a new amendment can be regularly enacted expressly to cover the point, they desire that the control of corporations be left to the several States, under Article X. of the Amendments to the United States Constitution.

4. Side issues of the discussion of the Regulation of business.

- (a) State Sovereignty.

(This subject now comes into prominence for the first time since the Civil War).

(1) Argument in favor of State Sovereignty.

- (a) It is generally admitted that it is desirable to avoid centralization and to pre-

serve in each State a healthy and vigorous independent political life.

(2) Argument against State Sovereignty.

- (a) It must also be admitted that socially and commercially the several States can never be more than convenient arbitrary divisions of one national whole. Any important social or commercial problem is practically one for all the States, and common sense forbids that it should be treated in forty-six different ways.

(3) Proposed method of meeting this difficulty.

- (a) The natural tendency to meet this difficulty by enlarging the power of the Federal Government, which has been unchecked since the Civil War, is now meeting with opposition, and further advance in this direction will be contested on constitutional grounds. Several conferences have been held during the year with a view to securing concurrent State legislation thruout the Union, or between groups of neighboring States. These conferences, however, have done more to demonstrate the need of uniform laws than to point out any practical means of obtaining them.

The Approaching Presidential Election.

(Next to the Corporation Question in public interest during the summer, has been the discussion preliminary to the national conventions which will meet in the early summer of 1908 to nominate candidates for the Presidency of the United States. It is taken for granted that the real contest of 1908 will be, as all similar contests in the memory of the present generation have been, between candidates representing the Republican and Democratic parties)

I. Leaders of the Two Political Parties.

1. The Republican Party.

- (a) Mr. Roosevelt.

(1) In the Republican Party it is generally admitted that President Roosevelt could have the nomination if he would accept it.

(2) Mr. Roosevelt's attitude towards a third term.

(Immediately after the election of 1904, Mr. Roosevelt proclaimed his adhesion to the "third term tradition" based on the illustrious example of President Washington, and declared that he considered the term of which he served three years and a half as the successor of President McKinley as his first term).

- (b) Vice-President Fairbanks.

- (c) Secretary of War, Taft. (Who is understood to be the choice of President Roosevelt.)

- (d) Governor Hughes, of New York.

2. The Democratic Party.

- (a) Position of the party.

(1) The Democratic Party has been out of power so long and so completely that many able statesmen included in its ranks have had little opportunity to gain national reputations.

- (b) Mr. Bryan.

(1) The most conspicuous Democratic leader is Mr. Bryan, the candidate of the party for the presidency in 1896 and in 1900, and his name has thus far been the only one seriously mentioned in connection with the Democratic nomination of 1908.

(To be continued next month.)

Physical Regeneration.

By EMILY NOBLE.

Talk VI. Tone Placing in Children.

Readers of these articles will please note that the writer claims to have no theory of her own, or special method of tone placing, aside from what she has adapted for Western students from her own studies in the Orient. She does claim, that just as surely as her adaptation of the Oriental method of normal breathing will re-establish in the people of the Occident the physical rhythm which is their birthright, so surely her system of tone placing for children aided by normal breathing will make it comparatively easy for teachers to overcome, in the lower grades, and kindergarten, the harsh tones and strident vocalization common in both sexes of American school children, nearly all of whom use nasal or throaty tones in ordinary speaking. In singing, classes invariably keep the tonality of a whole song in the throat and on the tone which is used in the broad *ah*.

Among the Oriental races, the Hindus claim to have acquired their music as a direct gift from the gods. They have a delightful custom of prefacing all their ceremonies in which music is used with an Ode to their goddess of music.

All the people of India have beautiful voices, tho singing masters are rare, and throat specialists still more so. They have no organs or pianos, but earliest history proves that they have always had a variety of stringed instruments, the most ancient of which is called the bina, and is supposed to be of the same class of instrument as the lute, so often spoken of in Old Testament Biblical history. Its body is hollow and resembles in shape the largest half of a gourd cut lengthwise. This is attached to a long stem upon which seven strings are arranged over a movable bridge. The frets and divisions of tones are more numerous than have been found on any other stringed musical instrument, either ancient or modern.

Tone placing in children means the proper use of the voice. The vocal chords are two flexible muscles susceptible of expansion, contraction, and vibration. They are situated in the larynx, the sound chamber, which in turn is fitted with numerous membranes and muscles, all requisite for the articulation of the human voice. Either inspired or expired, air may pass thru the vocal chords without vibrating them sufficiently to create sound, which goes to prove that the will and conscious management of the breath are the causes and effect of tone placing.

The quality of vocal sounds depends largely on the management of the breath, which naturally has its effect on the tension or relaxation of the vocal chords. Of course, laughing, shouting, or screaming with anger—as even babies are known to do—alters the pitch of the voice and compels the use, subconsciously, of probably all the muscles of the sound chamber.

In normal breathing, whether for tone placing or to keep up best conditions of general health, the chest cavity should expand in all its diameters without muscular effort, antero-posterior as well as lateral and vertical. When anyone understands and controls the normal physical rhythm of breathing, which is every child's birthright, the chest diameters take care of themselves.

The diaphragm is a dome-shaped muscle that divides the chest from the abdominal cavity. It should play a very important part in normal breathing and voice placing. When left to Nature, and unrestricted by tight clothing, it takes a rhythmic

downward movement with every breath. This flattens its dome and greatly increases the space for normal, full, long expansion.

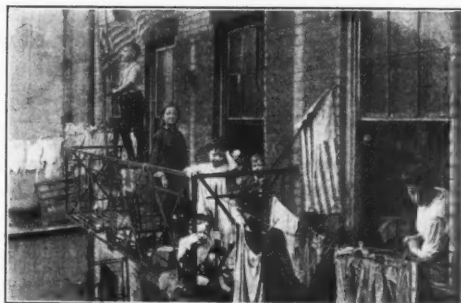
Unfortunately, many systems of voice placing which claim to be correct, are teaching methods which *reverse the natural function of the diaphragm*.

In training the child's voice for singing, the management of the breath in inspiration and expiration is of infinite value in the early stages, because, while many children can be taught to inspire slowly, very few have the least idea of controlling the breath in exhalation, and usually expel the breath in a full blast. This could easily be overcome by teaching them to pout the lips and puff the cheeks while they blow an even tiny stream of air at will. This helps to keep the chest high, the shoulders down, and soon fills out the hollows at the base of the throat, caused by shallow breathing.

This is not a singing lesson, but it means very much if every teacher will do even a little for the children's voices at their different recitations. Let, the children play at tone placing. Let them cultivate the ear by listening to, and feeling for, the sounds that can be created in the resonance chambers of their own heads and faces. Let them sound *ah*. They will feel it in the throat; but let them turn the same sound on the same tone into double *oo* or *who*, and they will find the tone outside the lips. This can be practiced until *ah* itself can be placed on the lips instead of in the throat.

Let them practice saying or singing such labial sounds as *mi, li, di, lu, lo, do, so, ma, mo, not, pot, lot, up, tub, pit, put, please, plow*, and so on. The difference in tonality will soon be very appreciable.

Questions are invited in this department by permission of the editor of THE SCHOOL JOURNAL.



THE ONLY PLAYGROUNDS THAT THOUSANDS OF BOYS AND GIRLS HAVE.

These photographic views are here reprinted from a striking circular issued by the Playground Association of America. Copies of this circular may be obtained from Miss Grace E. J. Parker, 624 Madison Avenue, New York.

Folk Dances at School.

Interest in folk dances is spreading far and wide. The schools have recognized the great educational value of them, and many have made these dances a regular feature of the weekly program. Myths, fairy tales, folk dances are at heart the same thing. There is a deep meaning in all of them. They are symbolizations of great ideas, of mysteries, of guesses at the truths of life. They are the creations of many minds. They have outlived the works of many men who were considered wise in their generation. They are alive to-day because they give pleasure. Play, leisure, amusement, call it what you like, is the thing that every healthy human being craves for. It is a need of our natures. He who has learned to amuse himself properly is well educated.

Nowhere in this country has the educational value of folk dances received more live and intelligent attention than at Teachers College in New York City. This institution is the leader in working out the meaning and practical interpretation of the folk dances. A whole department has been given to this subject under the direction Miss Caroline Crawford, who is without doubt the best author-

ity in America concerning everything that relates to the educational utilization of folk dances.

THE SCHOOL JOURNAL is indeed fortunate in being able to announce that Miss Crawford will take charge of a special department in this periodical, devoted to folk dances that are particularly suited to the pupils in the elementary schools, beginning with the fourth or fifth school year.

Dances, especially folk dances, have a certain fixed form. They are the expressions of ideas, embodiments of stories. The form is the result of growth. The dances are not the whim of an individual. They are not merely picturesque poses in costume. They are typical modes of expression, characteristic of the people who developed them in the course of years and molded them into peculiar forms. The teaching of folk dances, therefore, presupposes a thoro knowledge of them. It requires a reverential handling of them. Established ritual of any kind must be preserved; the innovator must keep his hands off. Folk dances is a study worthy the best efforts of all lovers of mankind. The study is its own reward, in the pleasure it gives to the student and the pleasure it spreads abroad.

*Two Finnish Dances.

Arranged by CAROLINE CRAWFORD.

The little country of Finland is so far from the centers of civilization that the folk dances have been preserved, almost unchanged, as they were danced many years ago. The Finns are closely related to the Swedes. In fact, a large portion of the population of Finland is of Swedish descent. It is natural, therefore, that the folk dances of the two countries should resemble each other. The two dances given below are very popular. The music will be found on the opposite page.

Skvaller-Ulla (Reel).

This reel is full of life and vitality. The movements are executed with great abandon. It represents the little child's boisterous spirit, combined with the weight of the adult. Such a dance as this one might follow any exciting event which has happened to come into the lives of a group of people who normally express themselves thru such elemental movements.

The dancers form in two lines facing toward each other with arms akimbo:

1 1 1 1 1 1
2 2 2 2 2 2

PART ONE.

All begin at once. Hop on the right foot and at the same time strike the toe of the left to the floor, turning the toe inward by a very free rotation from the hip-joint (first beat); hop again on the right foot and strike the heel of the left foot to the floor. The toe raised and turned outward (second beat, measure one).

Spring from the right to the left foot, and strike the toe of the right foot to the floor, turning the toe inward, as above (first beat); hop again on the left foot and strike the heel of the right to the floor with the toe lifted, and turned outward (second beat, measure two).

Spring to the right foot and continue as in the first measure (measure three).

Spring to the left foot and continue as in the second measure (measure four).

Repeat as above (measure five to eight).

PART TWO.

All step forward with the left foot (first beat), stamp with the right foot (second beat, measure one).

Step backward with the right foot (first beat), stamp with the left foot (second beat, measure two).

Start with the left foot and cross over to the opposite side with four walking steps. In changing places the dancers pass back to back with the

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one standing opposite. The first two steps are forward (measure three), the second two turning half way around (measure four).

Repeat the above (measure five to eight). This brings the dancers back to the starting-point in the line. The dance repeated at pleasure.

Stigare.

In character and meaning the dance is similar to the Swedish dances "Bleking" and "Tantoli."

The players form in a double circle facing left; the inner hands are joined; the outer arms are akimbo.

PART ONE.

The dancers face toward each other, slide the outer foot sideward; bring the inner foot up to the outer, changing weight (first beat); step sideward with the outer foot (second beat, first measure).

Place the inner foot behind the outer, and courtesy by bending both knees (second measure).

Repeat the above, starting with the other foot and making the step and courtesy in the opposite direction (measure three and four).

PART TWO.

The players face each other and join both hands. Slide sideward, numbers one with the left, numbers two with the right foot; bring the other foot up and change weight (first beat); step sideward with stamp (second beat, first measure).

Slide sideward in opposite direction to the above (number one with the right, number two with the left foot). Bring the other foot up, and change weight (first beat); step sideward and stamp (second beat, second measure).

Repeat the step, omitting the stamp. Number one starts with the left, number two with the right foot forward. They turn half way around so that the dancers change places (numbers one taking the places of numbers two) (measure three and four).

Repeat the four measures. At the end the dancers are again in position to begin the first part of the dance.

Skvaller-Blå.



Stigare.



The Reading Lesson, Oral Composition and Dramatization.

By HARRIET E. PEET, State Normal, Salem, Mass.

To say that oral reading should be an expression of thought is to utter a commonplace; and yet it is so easy to believe a thing in theory and avoid it in practice, that there are still many teachers who, while saying that of course it should be such an interpretation of an author's thought, fail to teach it as such. They teach it either as a mechanical repetition of words, or as a process of merely intellectually *grasping* the thought with no idea of giving it forth.

The teachers who fail to apply their theory are of two classes. The first begins the reading lesson with a drill on the pronunciation and meaning of words, worrying her class with the use, or rather with the misuse of the dictionary. She fails to realize, in the first place, that by beginning her lesson with a word drill that she has the same as said to her class: "Reading is a repetition of words. Let us see how many of us can get thru all these difficult ones without stumbling;" and in the second place, that a word functions only in use, and that its true meaning is grasped only thru the context.

The second teacher allows a child to stumble thru a passage too difficult for him. She thus patiently begins a mild inquisition with questions: "What is the meaning of the third word in the sixth line, Thomas?" Thomas takes some time to find it. After a delay he confesses to ignorance. The teacher then by skillful questions tries to lead him to see the meaning. But what he is reading is of little interest to him; his one motive is to get thru the painful process as soon as possible, so it is no wonder that his answers are wide of the mark. At last he seems to have a glimmering of the meaning. The teacher takes heart and goes on to the next difficulty. The process must be repeated for every word upon which he has failed. It is a painful process, but finally it is finished and Thomas is asked to re-read the passage. This he does with little or no improvement, all because his heart is not in it. The teacher at last grows impatient. Who can blame her? And the hour which should have been a time of mutual enjoyment proves to be one of discomfort and unhappiness.

The teacher's intentions are blameless; the children are doing their best. What then is the trouble? Is it not that the teacher has failed to grasp the fact that reading should be an *expression* of thought, and that before a child is allowed to read a passage that the teacher must have some assurance that he has *grasped* the thought? But, you ask, how can this be done without a great waste of time?

The first step in the process is to interest the class in the piece to be studied so that they are anxious to work upon it. The next is to lead the class to study the text, not for difficult words, but for that for which the author wrote it—a comprehension of its theme and the means used to reveal it. If a narrative these will be the situation, the characters and the plot. Let the pupil look thru the piece first for the four W's: the who, the when, and where, and the what, and then for the inner meaning, the atmosphere and the peculiar charm of the piece. Take a few minutes at the beginning of the recitation period for an oral discussion. This discussion will reveal to the teacher where the thought has been vaguely grasped and she will then know just where and how to aid the pupils.

But you reply our classes are large. We can scarcely get around our classes so as to hear every child read if we devote all the time to reading itself.

We cannot afford to take time for discussion. Besides this, we see no motive for reading if the children have grasped the thought.

The teacher who raises the first argument does not realize that it is not repetition but the vitalizing of subject matter which educates. She does not take into account, either, the fact that the endless word drills, the questioning, and the faltering consume more time than a lively, well-conducted discussion would. The teacher who raises the second objection fails to see that literature is an art similar to music. We learn songs to repeat them over and over again purely for the aesthetic pleasure they give us. We should study literature from a similar motive. We must work to know and feel an author's point of view so that we may communicate all there is in it of beauty and power.

Before a class reads we must see that they have grasped the thought of what is to be read both as a whole and in detail. If they have not been trained to do this, give them simple reading and use all available means to get a personal reaction to it from them. Get them to discuss it from all possible points of view. Read to them, but do not allow them to read until they have formed the habit of reading hungrily for the thought.

The Oral Composition.

The discussion which is to precede the reading lesson is to be kept informal, but the talks should be well composed. It is here that we can utilize that of which we hear so much nowadays, the oral composition.

To properly use the oral composition the spirit with which we must approach a piece of literature is this: Here is something interesting. Let us look it thru and enjoy it. Find what you think the class would enjoy hearing about and prepare a talk upon it. The teacher must see that the work is kept informal and easy. In order to accomplish this she must look ahead thru a piece, and forestall some of the difficulties in her introductory talk; she must look for those subjects for discussion which will interest the children; and lastly, she must see that the pupils draw their conclusions from the text itself, and do not borrow some dry bit of information from a preface or the encyclopedia.

What are some of the things which the children like to discuss? How can we get a personal reaction to the work itself? The subjects to be discussed should be determined largely by the main interest of the piece to be studied. In general, the children like to choose favorite characters, passages, and scenes, and characterize, describe, or interpret them. Sometimes they like to make a comparison of characters, to imagine more elaborate settings, to predict the end of the story. Personal reaction is secured wherever a matter of choice is allowed and opinions are asked for. The work will be crude at first, but one after another of the children will grasp the idea, and take more and more pleasure in it until each and all have the ability to talk interestingly.

In the meantime what has the work been doing for the children? In the first place it has been helping him in his reading. When he knows and feels that which he is to express, his reading cannot help but be forceful and pleasing. This, however, is the least thing it has done for him. Before he can talk upon his chosen topic, he must search thru

the text, study out its meaning for himself, choose his subject matter and arrange it effectively. He virtually becomes a creator. The power he is acquiring is of the most valuable kind, power to select, to think logically, and to convince others of his own point of view. How much more valuable is this method than the question and answer method! In it the pupil must work from his own initiative, organize his own material, and otherwise plan his work so as to give to others. In the question and answer method, it is the teacher who organizes the material. All that the pupil has to do is to follow, and this he can do with very cursory work.

To illustrate how the work may be managed, using the oral composition method, take for example this poem by Edward Rowland Sill:

Opportunity.*

This I beheld, or dreamed it in a dream:—
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.

A craven hung upon the battle's edge.
And thought, "Had I a sword of keener steel—
That blue blade that the king's son bears,—but this
Blunt thing——!" He snapt and flung it from his hand,
And lowering, crept away and left the field.

Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh, he hewed his enemy down,
And saved a great cause that heroic day.

Interest may be aroused in the poem by a short talk on the way some people fail in life because they wait for tools to be put in their hands and how others seize whatever they can and accomplish great things. The poem is so graphic and dramatic that the chances are that the children will have little trouble in grasping the thought. The word craven may trouble them. If so try to use it incidentally with a synonym in the opening talk. The poem is such that it lends itself to the four W's of discussion. The children will enjoy handling the topics in some such simple way as these are handled below, or better still more elaborately and imaginatively:

THE WHERE AND WHEN.

On a plain a battle is raging amidst clouds of dust. Swords are clashing. Banners are being shattered. Men are rushing upon each other. Some are falling. In the thick of the fight a prince is fighting bravely, but his banner has fallen and he is beset by foes. Near the battle's edge is a coward standing with lowering looks as he breaks and throws away his sword.

THE WHAT.

A prince is beset by his foes. His banner is taken and his sword lost. He himself is wounded. All seems lost. But on the edge of the field a coward had broken and thrown away his sword in envy of the prince's better one. The prince finds the broken hilt, raises it aloft among his men and shouts. The men hear the prince and take heart again. New onslaughts are made. The foe is driven back and a great cause is saved.

THE WHO.

In "Opportunity" two men are contrasted, a prince and a coward. The coward stands upon the edge of the battle, his heart filled with envy because his sword is not as fine a one as that borne by the prince. He seems to be thinking only of the honor that might come to him if his sword was better. He sulks and cowardly leaves the army. The prince stays

in the midst of the fight. He seems to have no thought of himself. He fights when wounded by his foes, his banner lost, his sword lost and he is wounded. The prince is manly, courageous, unselfish. He is keen to see an opportunity. The other man was self-absorbed, cowardly. He waited for opportunities to come to him.

* Further than these the children will enjoy giving an interpretation of the poem, and perhaps comparing it with "Ratisbon," or some other war poem. The children should choose their topics, so that the work is divided and all covered in a few minutes. There will of course be more or less repetition.

Or take Bryant's "To a Waterfowl." Arouse interest thru a sketch of Bryant's life, showing how, like so many other young men starting out in a profession, he had his time of discouragement; how during such a time, while going thru the lonely country late in December, he saw the waterfowl against the setting sun; and how as he saw it flying thru the "illimitable deserts of the air" it gave him courage. Read the poem to the children and let them ask you questions about what they do not understand. They should then be ready to study the text in order to discuss the setting, the story, the imaginary haunts of the bird, instinct in birds, the interpretation of this poem, and why they like it.

Dramatization.

Our second means of securing good reading is dramatization. Reading should either assume or suggest the attitude of the speaker. Glance thru these speeches of Ophelia:

"I hope all will be well. We must be patient; but I cannot choose but weep, to think they should lay him in the cold ground. My brother shall know of it; and so I thank you for your good counsel. Come, my coach! Good night, ladies; good night, sweet ladies; good night, good night."

"There's rosemary, that's for remembrance; pray you, love, remember: and there is pansies, that's for thoughts."

In reading these the chances are that unless you are a trained reader your voice will not adapt itself fully to the sentiment; but imagine yourself in Ophelia's place, acting the part. Instantly your voice becomes highly inflected, pathetic, and you make the rapid transitions of mood which indicate her feebleness of mind.

Notice, too, the effect of assuming the part would have upon you in these selections from "Midsummer Night's Dream":

BOTTOM (*waking*)—When my cue comes, call me, and I will answer:—my next is, "most fair Pyramus." Hey, ho! Peter Quince! Flute, the bellows-mender! Snout, the tinker! Starveling! God's my life, stolen hence, and left me asleep. I have had a most rare vision. I have had a dream—past the wit of man to say what dream it was: man is but an ass, if he go about to expound this dream. Methought I was—no man can tell what. Methought I was, and methought I had—but man is but a patched fool, if he will offer to say what methought I had. The eye of man hath not heard, the ear of man hath not seen, man's hand is not able to taste, his tongue to conceive, nor his heart to report, what my dream was.

OBERON.—Thru the house give glimmering light,
By the dead and drowsy fire;
Every elf and fairy sprite
Hop as light as bird from brier:
And this ditty, after me,
Sing, and dance it trippingly.

If you enter into the parts at all you cannot help but indicate in the first the crudeness of Bottom, his shame and humor, as he recalls the dream of the ass's head; and in the second, all the daintiness and delicacy of the fairies. In the first the voice drawls and is devoid of all the niceties of tone and

*"Poems," Houghton, Mifflin & Co.

inflection. In the second, as unconsciously, it becomes light, musical, and refined.

These illustrations show the quickening effect that dramatization has upon reading. The same effect is realized when the children make and present virginal dramatizations.

If it is a drama that the children are reading let them first study it to give their impressions of the characters; then read it taking parts; and finally, when it is worth while, let them memorize and act the parts. If they are reading a narrative capable of dramatization, let them write scenes suggested by the narrative, or better still, dramatize it entire. The children will meet with many mechanical difficulties at first, but these can be done away with thru class exercises. Let the class compose a few scenes while the teacher writes them at the board. Give new subjects and let the members of the class make individual efforts. The work need not be elaborate. It may be as simple and brief as the following done by some sixth grade children. But, however it is done, whether simple or elaborate, the work is sure to bring in rich returns.

The Songs of Demodocus.

ALCINOUS.—Who art thou that weapest at this song? Have you lost some friend in this Trojan War?

ULYSSES.—O King, I am Ulysses. The island of Ithaca is my home. Rocky is that island but it is the home of brave men. It is I who stormed the city of Troy, and am now shipwrecked on your shores.

NAUSICAA.—O Ulysses (since that is your name), thou must not forget who saved thee from the perils of the forest, and who gave thee her own brother's clothes.

ULYSSES.—Nay, thou shall not be forgotten, fair flower of Phalacia.

ALCINOUS.—King of Ithaca, thou hast spoken well. Thou shalt have a passport to thy home at once.

ULYSSES.—I thank thee for that.

ULYSSES IN THE GIANT'S CAVE.

ULYSSES.—Wilt thou drink some wine? Take it from the hand of thy guest, I pray thee.

POLYPHEMUS.—This is good wine. More! More! We Cyclops have wine, but it is not as good as this.

ULYSSES.—Dost thou want more?

POLYPHEMUS.—I thank thee. What is your name?

ULYSSES.—My name is Noman. My friends call me Noman.

POLYPHEMUS.—For this, Noman, I will eat thee last of all thy friends.

ULYSSES AND POLYPHEMUS.

GIANT.—Ho, guests! Are you merchants or wandering thieves?

ULYSSES.—We have come neither for plunder nor traffic, but are Grecians who have lost our way coming from Troy.

GIANT.—Have you ships upon our sea?

ULYSSES.—Nay we have no ship, nor companions. We are unfortunate men. Our ship is split into pieces.

GIANT.—What is your name?

ULYSSES.—My name is Noman. Cyclop drink some of my wine. Men bring some wine. Now, giant, drink.

(The giant drinks and goes to sleep. Ulysses heats an iron and puts out his eye. The giant screams and the neighboring giants hurry to his rescue.)

OTHER GIANTS.—Who is hurting you, Polyphemus?

GIANT.—Noman is hurting me. Noman is in the cave with me.

OTHER GIANTS.—If no man is hurting you, the gods must be sending you this trouble and we have no business to interfere.

Historical Plays.

By HELEN M. CLEVELAND, Boston.

The Green Mountain Boys.

(Continued from the February SCHOOL JOURNAL.)

Third Scene.

On Remember Baker's farm. Baker and farm hands on the stage.

FARM HAND. Shall we hoe the third field to-day, Mr. Baker?

BAKER. Do whatever you see to do. I am so busy chasing Yorkers off the Grants that I have no time for my own business.

Enter Settler.

SETTLER. This is one of the farms granted to Colonel Reid, I believe?

BAKER. This is my farm. Colonel Reid does not own a foot of land on these Grants.

SETTLER. Colonel Reid has been granted this whole territory by the king and I have bought this farm from his agent. I am sorry for you but you must vacate.

Baker sends a signal whistle thru the woods.

BAKER. I shall not vacate. You cannot buy land from people who do not own it.

SETTLER. Colonel Reid does own this land, and you have no legal claim on it.

BAKER. No legal claim! Why, man, I bought the land and have cleared every inch of it! But here's the man to deal with you.

Enter Allen and company of Green Mountain Boys. They should have on green coats belted with leather or something to

represent it. In their hands are long whips freshly cut from a tree, with whips of green on them.

BAKER. This Englishman says he is one of Colonel Reid's settlers and invites me to vacate.

ALLEN. Colonel Reid! We have heard of Colonel Reid before. Get off these Grants.

SETTLER. Who are you and what is your business?

ALLEN. Who gave you right to ask my name and business? I tell you to go if you would not get into trouble.

SETTLER. I shall not go. I shall stay and settle here. Do you know it is death to lead a lawless mob?

ALLEN. I have run these woods for seven years and am not hung yet. I'll risk it.

SETTLER. I have a legal right to this land. *(Shows a paper.)* Here is the deed with the king's own seal upon it!

ALLEN. Ha! Ha! Ha! Ha! We seal our deeds with twigs of the forest! Hay, boys, he shows us the king's seal! Show him the beech seal!

All lift their long whips up as high as they can, and if the teacher desires they can at command of the chief go thru any sort of gymnastics or military drill with them. Led by Allen they shout—

ALL. The beech seal! The beech seal! The beech seal!

ALLEN. There! Do you see the beech seal? Get out of the Grants or it shall be given to you as it is given to all who come to take our homes—forty, less one, stripes, on the bare back.

SETTLER (*turning to go*). You shall hear from me again.

ALLEN. We have heard that before. It does not scare us now. Go.

SETTLER. By what authority dare you do this sort of thing? Who are you?

ALLEN. By the authority of my own arms. I am Ethan Allen. Now go if you do not wish to know more of me.

SETTLER (*staring at Allen as he goes*). The forest chief himself.

Settler goes. All stand and watch him, their whips ready for instant service.
All leave the stage.

Fourth Scene.

Lord Dunmore and the Sheriff.

LORD D. What report now about those rascally mountain rebels?

SHERIFF. Five surveyors went up to the Grants last week and every one was promptly chased off the Grants. One was whipped because he persisted.

LORD D. But you were sent there to read the law and protect the surveyors.

SHERIFF. I have done my duty. But behind every rock is a Green Mountain Boy, and in his hand is a good stout stick. We were obliged to read the law at sufficient distance to get away in a hurry or those whips would have been put to our backs.

LORD D. They are the most lawless set of men it has been my misfortune to encounter in this wild country. Hang every one you catch.

SHERIFF. The point is to catch one. Ethan Allen says they can't hang a Green Mountain Boy until they do catch him, and, your lordship, it is true.

LORD D. Is there no outwitting them?

SHERIFF. There is no outwitting; there is no deceiving them. They know every move we make.

LORD D. They are a bold lot. They are defying all England to take their homes.

SHERIFF. Every man on the Grants is ready to die rather than give up his home and his rights.

LORD D. What is that story about the forest chief's riding into Albany on a bet, drinking a bowl of punch and riding out unharmed and triumphant?

SHERIFF. He did it this morning. He bet that altho you had set a price on his head he could ride into Albany, in the most public manner, drink his bowl of punch, and get back to Bennington unharmed.

LORD D. Were there no officers of the law around?

SHERIFF. The sheriff of Albany County was in the crowd which watched him carry out his bet.

LORD D. And nothing was done?

SHERIFF. What could be done? The people to a man would have protected him.

LORD D. What! The people sympathize with these wild mountaineers?

SHERIFF. Almost to a man.

LORD D. That will do.

Sheriff goes. Lord Dunmore turns to the attendant who enters.

LORD D. Ask the judges to come to me.

Enter judges, gowns on, etc.

LORD D. Those mountain rebels on the Grants are troubling us much. They defy all law most boldly and we cannot catch them to bring them to justice. Not one settler as yet has been able to stay on the Grants and a number have been most shamefully whipped.

FIRST JUDGE. What can be done about it, my lord?

LORD D. If we cannot catch them to bring them to justice here, I see no way but you must go up there.

JUDGE. Up in that wilderness?

LORD D. I will send a sheriff and a deputy sheriff in command of seven hundred soldiers to protect you.

JUDGE. To what place shall we go?

LORD D. To Town No. 1. There is a rustic courthouse there and some sort of jail. I think it will awe them a little to see the king's judges coming fully protected by the military! Make all the pomp and show you can to impress them.

JUDGE. When shall we go?

LORD D. To-day!

Judge leaves the stage.

Enter Attendant.

LORD D. Send Munroe to me.

Enter Munroe.

LORD D. You seem to be the only man who can track those Green Mountain Boys. Can you capture Allen?

MUNROE. No living man can do that, Lord Dunmore.

LORD D. Can you capture any of the leaders?

MUNROE. I can try to capture Baker.

LORD D. Do it, and rich reward shall be yours. That is all.

Baker goes.

LORD D. (*to himself*). Something should be done now. I have set two things at work. Munroe is a wary fellow and the sight of the judges will have a subduing effect on the rebels.

Lord Dunmore goes.

[To be concluded next month.]

Outlines of United States History.

By JAMES H. HARRIS, Minneapolis.

Sir Walter Raleigh and His Attempts at Colonization.
(1584-1590.)

(Continued.)

1. Motives actuating Raleigh. Adventure, Wealth, Patriotism.

Speaking of Raleigh and his half-brother, Sir Humphrey Gilbert, Woodrow Wilson, in his "History of the American People," says: "Wealth and adventure, alike, seemed to call them abroad into the new regions of the West. Ardently, and yet

soberly, too, with a steady business sagacity as well as with high, imaginative hope, they led the way towards new parts and new homes in America. They did all with unstinted energy and devotion, embarking their fortunes in the venture." Vol. I., page 28.

"Raleigh," says John Fiske, "aspired to plant an English nation in America." "History of United States," page 63.

"The name of Raleigh," says Bancroft, "stands

greatest among the statesmen of England who advanced the colonization of the United States."

2. Story of the attempts of Raleigh to establish colonies.

- (a) In 1584 he sent out two vessels to explore the south Atlantic coast. Country was named Virginia in honor of Elizabeth, the virgin queen. They made no settlement, but returned with most favorable reports of the country.
- (b) In 1585, Raleigh sent out a fleet of eight vessels, containing one hundred and eight colonists, under Sir Richard Grenville. They landed on Roanoke Island. Character and motives of these colonists? In 1586 they were taken back to England by Sir Francis Drake. Colony a failure.—Why? Brought potato and tobacco.
- (c) In 1587 Raleigh sent out another colony under John White. The first white child. Return of Governor White to England later in the same year. Why he did not immediately return to Roanoke. Comes back in 1590 only to find that the colony had disappeared. "The Lost Colony."

3. Lessons of Raleigh's Attempts.

- (a) That colonization was too large a matter for individual enterprise.
- (b) They awakened the minds of the English people to the possibility and importance of colonizing the New World for England. They paved the way for later successful colonization.

Period II. How the New World was Colonized and Explored. (1607-1689.)

Introductory Note.

In the study of the period of colonization the essential things are: (1) The causes or conditions which led to the establishment of the given colony; (2) the method of organization, or the government of the colony; (3) the leading or significant events in the life of the colony—those events being regarded as significant which have a distinct influence upon the history of the individual colony, or upon the history of the colonies as a whole. Not all the colonies are deserving of equal study, altho nearly all of them present some event, some problem, some condition, which is of political, religious, or social consequence. The typical colonies, and those which should receive the more careful and thoro attention, are Virginia, Massachusetts, New York, Maryland, and Pennsylvania. Rhode Island and Connecticut are really offshoots of Massachusetts, and should be treated in their relation to the latter colony. They are both of them important, however, as revealing some special aspect of the growth of the spirit of religious and political liberty.

The other colonies may be passed over briefly as they offer little that is distinctive or significant.

The nations of Europe that are engaged in colonization and exploration during this period are:

- (1) The English.
- (2) The Dutch.
- (3) The Swedes.
- (4) The French.

In the course of our study we shall see how the English drove out or got the upper hand of each of the other nationalities, until finally she became the mistress of the New World. But before taking up the story of "How England Won the New World," we must read the story of the various

settlements, colonies, and explorations which were made by the European nations during the seventeenth century. And first—

"THE SWARMING OF THE ENGLISH."

Altho Raleigh's efforts to plant a colony in America had been unsuccessful, they had aroused Englishmen to the possibility of founding a new Empire in the Western Continent. They had also demonstrated that individuals were inadequate to the task of colonization. Gosnold (1602) and Weymouth (1605) made voyages to what is now the coast of New England, and gave a fresh impetus to the thought of English colonial possessions in the New World. This interest and enthusiasm soon (1606) found expression in the formation of two companies, known as the London and Plymouth Companies, which were organized to plant colonies in Virginia—a broad territory then stretching from Cape Fear to Halifax.

The motives and conditions, out of which this enterprise grew, were:

- Motives: (1) The desire for commercial gain.
- (2) The desire to extend the English Empire.
- (3) The spirit of adventure.

Conditions: The great number of unemployed in England at this time, due

- (a) To changes in industrial conditions, occupation.
- (b) To the return of soldiers from European wars.

(See Gordy, page 25; Fiske, page 65.)

While these motives and conditions all had their influence, the most potent factor in the organization of the London and Plymouth Companies was unquestionably the desire for commercial gain. They were essentially business enterprises. As the outgrowth of this primary motive, and the other secondary influences, we have "The Charter."

On April 10, 1606, King James granted a charter to a company consisting of two branches—the London and Plymouth.

Why were they so called?

To the London Company was granted the territory between the thirty-fourth and forty-first degrees of north latitude, and extending one hundred miles inland. To the Plymouth Company was granted the territory lying between thirty-eight degrees and forty-five degrees north latitude. Locate on the map the bounds of these two grants. As they overlapped three degrees, it was provided that if one company established a colony within the common territory, the other company should not establish a colony within a hundred miles of that already established. In 1609 the London Company was separated from the Plymouth, and it was then stated that its territory was to extend "from sea to sea, west and northwest." Many important claims later rested on this clause.

(To be continued.)

For pimples, blotches, bad complexion, Hood's Sarsaparilla is the medicine to take—it has established this fact.

THE SCHOOL JOURNAL

A MONTHLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, teachers in high and grammar schools, and others who desire to keep abreast of the times in the progress of education, particularly as relating to the schools and the great movements in education. Established in 1870, it is in its 38th year. Subscription price, \$1.00 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) devoted to the problems of the primary schools, and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting systematic courses in pedagogy and general culture branches for the student of education, and for teachers' conferences and reading circles. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS, 11-15 E. 24th Street, ELIZABETH, N. J. NEW YORK CITY
THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth N. J., post office.

Professional Reading for Teachers. II.

The progressive teacher must do some professional reading. People never stand still in this world. They are either growing or they are falling back. This fact is appreciated by the Brooklyn Teachers' Association. To aid the members of its association, whose numbers reach into the thousands, a list of standard pedagogical books has been prepared by Associate City Superintendent Andrew W. Edson, of New York City. The list is so practical and so helpful, arranged as the books are under several heads as are suited to the needs of teachers in different lines of work; the complete list is given here.

"Every book in the list is worth reading. No teacher can read all in one year, but there are other years to come, and what cannot be read in one season may be taken up later."

IV—METHODS OF TEACHING (continued from last month).

Huey The psychology and pedagogy of reading Macm.

V—PSYCHOLOGY

Angell	Psychology	Holt
Baldwin	Psychology applied	Appl.
Buell	Essentials of psychology	Ginn
DeGarmo	Interest and education	Macm.
Dewey	Psychology	Harper
Dewey	Psychology and social practice	Un. of Ch.
Dewey	The doctrine of interest	Un. of Ch.
Dexter and Garlick	Psychology in school room	Longmans
Gordy	New psychology for teachers	H. & N.
Halleck	Psychology and psychic culture	Am. Bk.
Harris	Psychologic foundations	Appl.
Herbart	A text-book in psychology	Appl.
Herbart	Outlines of educational doctrine	Macm.
James	Psychology	Holt
James	Talks on psychology and life's ideals	Holt
Judd	Genetic psychology	Appl.
King	Psychology of child development	Un. of Ch.
King	Rational living	Macm.
Lange	Apperception	Heath
McClellan and Dewey	The psychology of number	Appl.
Munsterberg	Psychology and life	H. & M.
Oppenheim	Mental growth and control	Macm.
Ostermann	Interest in its relation to pedagogy	Barnes
Roark	Psychology in education	Am. Bk.
Royce	Outlines of psychology	Macm.
Saleeby	Worry, the disease of the age	Stokes
Sanford	Experimental psychology	Heath
Scripture	The new psychology	Scribner
Sully	Teacher's hand-book of psychology	Appl.
Thompson	Brain and personality	Dodd, Mead
Thorndike	Elements of psychology	Seiler

VI—CHILD STUDY

Barnes	Studies in education	Stan. Un.
Birney	Childhood	Stokes
Buelow	The child and child nature	Bardeen
Chamberlain	The child	Scribner
Compayne	Later infancy of the child	Appl.
Donaldson	Growth of the brain	Scribner
Grossmann	Working system and child study	Bardeen
Hall	Adolescence, 2 v	Appl.
Hall	Youth, its education, regimen, and hygiene	Appl.
Hall	Aspects of child life	Ginn
Harrison	A study of child nature	Ch. Kindg. Col.
Hogan	Study of a child	Harper
Hubbell	Up from childhood	Putnam
Kirkpatrick	Fundamentals of child study	Macm.
Lindsey	Problem of the child	Merch. Pub. Co.
Loti	The story of a child	Birchard
Major	First steps in mental growth	Macm.
Montaigne	Education of children	Appl.
Oppenheim	Care of a child in health	Macm.
Oppenheim	The development of the child	Macm.
Perez	First three years of childhood	Barnes
Poullsson	Love and law in child training	Bradley
Freery	Infant mind	Appl.
Riis	The children of the poor	Scribner
Rowe	Physical nature of the child	Macm.
Russell	Child observations	Heath
Shinn	The biography of a baby	H. & M.
Sully	Studies in childhood	Appl.
Tanner	The child	Rand & McNally

Taylor	Study of the child	Appl.
Thorndike	Notes on child study	Macm.
Warner	The nervous system of the child	Macm.
Warner	The study of children	Macm.
Warner	Reports on 50,000 children	Macm.
Washburn	Study of child life	A. Sch. of Hd. Ec.
Wiggin	Children's rights	H. M. & Co.
Winterburn	From the child's stand-point	B. & T.

VII—KINDERGARTEN

Bailey	Firelight stories	Bradley
Blow	Symbolic education	Appleton
Bryant	How to tell stories	H. & M.
Froebel	Education of man	Appl.
Froebel	Education by development	Appl.
Froebel	Pedagogics of the kindergarten	Appl.
Froebel	Mottoes and commentaries of the mother play	Appl.
Harrison	Two children of the foothills	Sigma
Hanschmann	The kindergarten system	Bardeen
Hoxie	Hand-work	Bradley
Hoxie	Kindergarten story book	Bradley
Hughes	Froebel's educational laws	Appl.
Krause-Boelte	Kindergarten guide	Steiger
Lindsay	Mother stories	Bradley
Lindsay	More mother stories	Bradley
Malleson	Early training of children	Heath
Mills	The mother-artist	Palmer
Poullsson	Every day songs and games	Bradley
Poullsson	In the child world	Bradley
Poullsson	Love and law in child training	Bradley
Poullsson	Nursery finger plays	Bradley
Wiggin and Smith	Froebel's occupations	H. & M.
Kindergarten Review	Kindergarten Magazine	

VIII—DEFECTIVES AND SPECIAL CLASSES

Anagnos	Education of the blind	Rand-Avery
Arnold	Method of teaching the deaf and dumb	Macm.
Barr	Mental defectives	Blackiston
Bell	Visible speech	Volta Bureau
Burrage and Bailey	School sanitation and decoration	Heath
Donaldson	Growth of the brain	Scribner
Down	Ethnic classification	London Hospital Reports
Du Bois	Psychic treatment of nervous disorders	Funk & W.
Folks	Care of the destitute, neglected and dependent	Macm.
Henderson	Dependent, defective and delinquent cl	Heath
Ireland	Mental affections of children	Blackiston
Ireland	The blot on the brain	Blackiston
Keller	Autobiography	D. P. & Co.
Kotelmann	School hygiene	Bardeen
Lombroso	Man of genius	Scribner
Lombroso	The female offender	Appl.
Macdonald	Abnormal man	Bureau of Edu.
Mackenzie	Medical inspection of school children	Hodge
Maennel	Auxiliary schools of Germany	U. S. Bureau of Ed.
Morrison	Juvenile offenders	Appl.
Nordau	Degeneration	Appl.
Norsworthy	Psychology of deficient children	Science Press
Oppenheim	Care of the child in health	Macm.
Rachford	Neurotic disorders of childhood	Treat
Ribot	Diseases of memory	Watts & Co.
Rowe	Physical education of the child	Macm.
Seguin	Idiocy and its treatment	Wood
Shuttleworth	Mentally deficient children	Lewis
Story	Speech for the deaf	Hughes & Harber
Talbot	Degeneracy; causes, signs and results	Scribner
Warner	Nervous system of the child	Macm.
	Study of children	

(To be continued next month.)

Note.—The titles printed in heavy letters are from the list of publishers of THE SCHOOL JOURNAL.

The World's Commercial Products. III.

HOW AND WHENCE THEY ARE DERIVED.

Plants Used for Medicine.

Eucalyptus.

The eucalyptus is a genus of plants belonging to the myrtle family, of which there are some one hundred and fifty species. They form the most characteristic vegetation of Australia, where the trees are remarkable for their great height. Their cultivation has been introduced into Africa and Central America. They possess an aromatic odor of a peculiar character.

A resinous exudation is obtained from several species by distillation with water. This oil is manufactured on a large scale in Australia, and is a prominent article of commerce. It is used in soap manufacturing and in the preparation of various perfumes. The timber is soft and easily worked, but after a time it hardens and is valued for its durability. The bark is used for tanning.

Menthol.

Menthol is a kind of camphor obtained from oil of peppermint, by cooling. It is, however, more commonly prepared from another plant, which is more productive of menthol than peppermint. It is made into the form of cones or pencils and is a household remedy in various nervous complaints, such as headache, neuralgia, toothache, etc. Its effectiveness is caused by the rapid evaporation of the menthol after rubbing the part affected.

Linseed.

Linseed, the seed of the flax plant, is exported largely from Russia. For the extraction of the oil the seeds are crushed and ground, and then subjected to enormous pressure. The oil, when pure, is colorless, but in commerce it is generally of an amber color and has a disagreeable odor and taste. It is much used in the manufacture of paints, varnishes, printing ink, oilcloths, etc., on account of its drying qualities. The cake left after the expression of the oil is valuable as a cattle food.

Linseed meal, which is composed of the flour of the ground flaxseed or crushed oilcake, is useful for poultices on account of its powerful emollient properties. An infusion of linseed is employed in cases of colds and bronchial affections.

Laudanum.

This is the commonest of all the preparations of opium, and is often called tincture of opium. It is a liquid of a dark red color. It is obtained by steeping opium, sliced or powered in dilute alcohol, and filtering the whole after it has been allowed to stand for a period of time, varying with the strength required. It is a powerful anodyne and soporific, but except in very small doses it may act as a dangerous poison.

Thyme.

Thyme is a species of shrub grown in various parts of Europe and used for culinary purposes. From the lemon thyme an oil of thyme is obtained by distillation, and this is used for the preparation of thymol, a useful antiseptic much valued in hospitals to counteract the bad smells arising from decomposing animal matter.

Spikenard.

This perfume, also known as nard, is obtained from the root of a small plant found in the north of India. Its aromatic properties are more prized in the East than in Europe, altho it is valuable for medicinal purposes, spikenard possessing strong stimulating properties.

Squills.

Squills is a genus of bulbous plants belonging to the order lilaceae, of which there are some seventy species. All are natives of southern Europe, but are now spread over most parts of the old world. The drug is prepared from the bulbs. As a medicine it is valuable in cases of dropsy, and also as an emetic.

Sarsaparilla.

The dried roots of several species of a shrub of Central America is known as sarsaparilla. There are two special varieties obtained from Jamaica and Lima respectively. The roots are very long, of the thickness of a quill, dark brown in color, and bitter in taste. Various decoctions made from the roots are used as tonics.

Ginseng.

The ginseng of commerce is the root of the herb of that name. The Hindoos, Chinese, and Japanese attribute most extraordinary medicinal properties to this root. It is, in fact, a kind of powerful tonic and universal panacea—a sort of elixir of life. The root is prepared for use by being dried over a charcoal fire, and afterwards steamed in an earthenware vessel provided with holes. Tho its odor is not disagreeable, its taste is somewhat bitter. The largest trade in ginseng is done between Korea and China, but there are considerable imports of a species of the plant into China from the United States.

Elecampane.

Elecampane consists of the bitter and aromatic roots of a plant which grows in damp meadows in the south of Europe, and now grown in parts of North America. The powdered root is used medicinally as a stimulant, and as it possesses a peculiar violet-like odor it is employed in the manufacture of perfume.

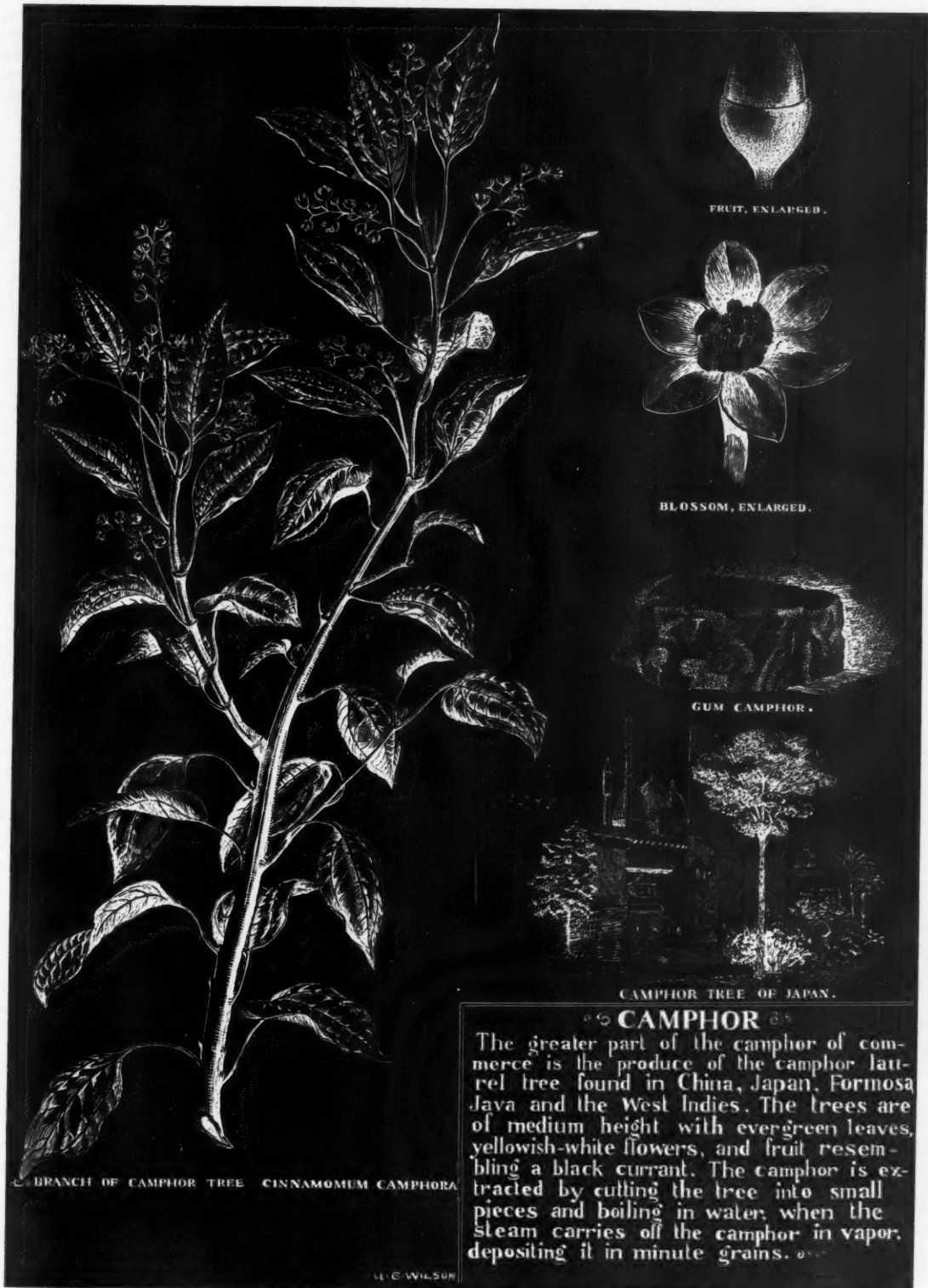
Calomel.

Calomel is the popular name of a compound of mercury and chlorine. It is a white powder, insoluble in water and only slightly soluble in acids. It is the most valuable of the mercurial preparations used in medicine.

Camphor.

This is a solid oil found in many plants, but extracted for commercial purposes from a kind of laurel which abounds in China and Japan, and which has been introduced into Java and also into the West Indies. To obtain the camphor the wood of the tree is cut into small pieces and boiled in water. The camphor rises with the steam and condenses at the top of the vessel. In its rough state it is exported to Europe, where it is again purified and refined by heating and condensing the vapor. When pure, camphor is a white, soft, semi-transparent body, with a peculiarly strong aromatic odor, and a bitter, burning taste. It is slightly lighter than water, and only dissolves in that liquid to a very small extent, forming camphor water. It is, however, readily soluble in alcohol, ether, acetic acid, and essential oils. Inflammable, it burns with a white, smoky flame. The wood of the camphor tree, as it is sometimes called, is valued by the cabinetmaker.

The medicinal properties of camphor have long been known, and it is used for external application as well as internally for various complaints. Owing to its strong odor it is employed in the preservation of natural history specimens, for driving off insects. The fumes of camphor have long been recognized as of great antiseptic value.

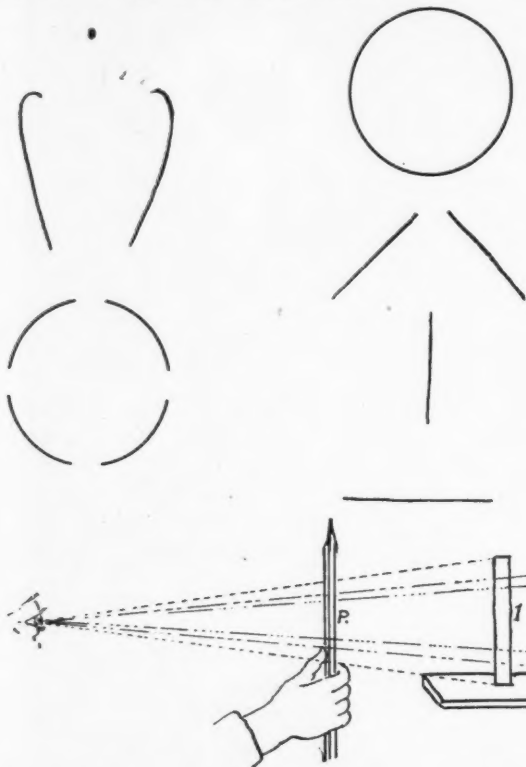


How Boys Were Taught to Observe

By THOMAS TRYON, New York.

Some time since I wrote for THE SCHOOL JOURNAL* a brief account of my work with boys whom I had tried to teach the art of observation. I am asked for a further elucidation of the experiment. It is probably needless to state that my chief object was to arouse an interest. To this end I employed familiar objects and let my boys feel that I was one with them in the search for unseen parts in any given subject or composition.

As already pointed out, I used a sort of shorthand method of recording observations. The alphabet of it consisting of the essential lines necessary for composition, was as follows:



The children were required to practice these lines thoroly in order to have them at their command.

The individual taste of the child received its first opportunity in the selection of attractive frames for his pictures. They were given some practice in the making of these frames. The comparative merits of the square, the horizontal rectangle, the vertical rectangle, the horizontal and vertical ovals, as well as the circle, were studied with benefit. The children came to realize that there was a choice for them to make.

The choice of frame will of course depend upon the objects to be grouped within it.

The children consider whether the objects to be illustrated lend themselves best to a square or a rectangular or other form of frame. Suppose this story is told: "One morning early in May, a little girl went out into the garden, and gathered some tall grasses which had not as yet blossomed. She brought them into the house and put them into a vase. She then placed the vase upon a table on which were a book, a bottle and an apple." What did the table look like when she had finished?

Each child will have some idea of his own, as to the form of the vase, a mental picture of such an

article, like something in his home. Set the class to work at making a little sketch of the vase, alone, on the top of the sheet. It will be curious and interesting to note how seldom a child has noticed the form of the vases with which he is familiar, and it may be some little time before you can obtain forms like

this

or this

or this

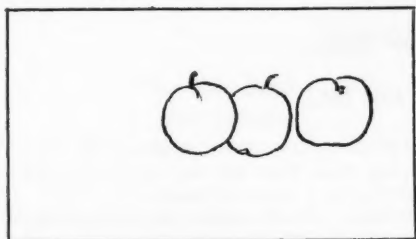


The same process of making notes may be carried on with the book and the bottle. In the matter of the book any volume may be laid on the table around which the children are grouped. Let each draw from his own view point. Do not attempt to explain the principles of perspective, but let the children try to express themselves. It is surprising to notice the difficulty that most of them will have in trying to show the relative size of any series of objects, placed at different distances from their eye. One excellent way to make this clear, is to institute a sort of game of perspective and habituate the children to the use of their pencil as a sort of gauge by which they measure the objects before them, thus:

One, two and three are objects of equal sizes set at varying distances from the eye. P. is the pencil and on its upright side let the children measure the heights of the objects, one, two and three. After a little practice they will see that the top and bottom lines of object No. 3 cut into the pencil, as it were, at a different point from the top and bottom lines of object No. 1, tho the two objects are of equal height, the difference in distance from the eye making the difference on the pencil gauge.

Improve the opportunity to tell something about grasses, and the blossoming of grasses. Do not attempt to go into the subject deeply, but you will find that there are few children who realize that grass has a blossom, and that it is very beautiful in its growth. The ordinary grasses may be drawn as tho they were long spikes, some of them straight, some of them curved. If possible, have a few grouped somewhere where the children can see them. It is always interesting to children to try and draw out an arrangement of objects where one overlaps another, and even if they cannot guide their pencils so as to give the relative proportions, they will soon acquire the habit of observing that some grasses are in front, some behind and some are interwoven.

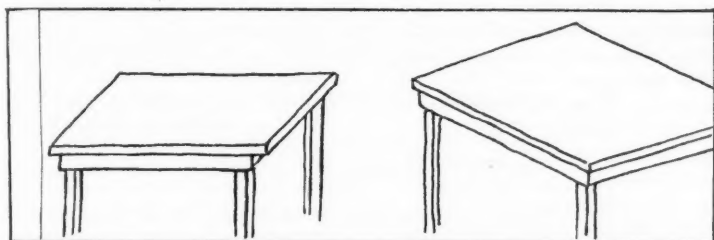
A conventional form may be employed to indicate the apple, thus:



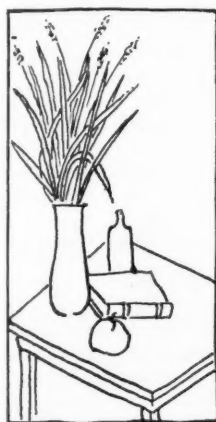
The bottle may vary according to the taste or recollection of the child. When all these parts are sketched out at the top of the sheet, let them draw a frame, each child according to his own fancy, and place the objects as he wishes to arrange them.

If the vase is a tall slim one, and the book is set upright, the whole will suggest a long narrow upright rectangle frame, or the vertical oval.

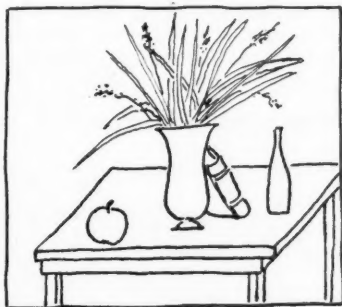
The drawing of the table in perspective is somewhat complicated at first, and I have found it wisest to employ a conventional form or two of table and let them copy them thus:



Having now all the material ready, tell them the story again and set them to composing their picture. One will do it this way



and another this:



Along with this sort of work have at hand a book, or in mind a story about something that bears upon the work in hand or suggests the topic for the next meeting. Let the children unconsciously become familiar with that which you plan to do later. Seldom startle them with an unexpected idea. Prepare their minds for what is coming, not by imposing on them the idea that it is coming, but by familiarizing them with some phase of the subject, particularly that phase which they are not familiar with. For instance, if you have an idea that you will show them some armor or swords or other warlike implements, have a story from Roman history, or a description of the chariot of Ben Hur, or some of the legends of Robin Hood. Follow this up with photographs of historical armor, or paintings, until you have reached the point where you wish them to incorporate these ideas in some sort of composition.

Should you desire to familiarize them with land-

scape, spend a few minutes in talking about trees, and getting them unconsciously to realize the difference between the form of the maple tree and the pine tree. Read something from the phantasies by Kingsley or some of the tree legends of Anderson.

This seems to me the only way to hold the interest of young children in work that is of necessity abstract. They must be taught thru the concrete to see the unseen. Their imagination must be strengthened. This exercise will help them grow in observation.

Having established in the minds of your class that they are to look for the salient points in the object before them, and having made them familiar with the mode of expressing these ideas, namely thru the use of the alphabet of lines within a given space of frame, it is time to turn to another branch of the work, namely, to stimulate the invention of the children.

To this end bring before them a series of geometric patterns, very simple at first, that you may stimulate their powers of observation. Gradually, by the accumulated knowledge they will thus obtain, let them design patterns for themselves.

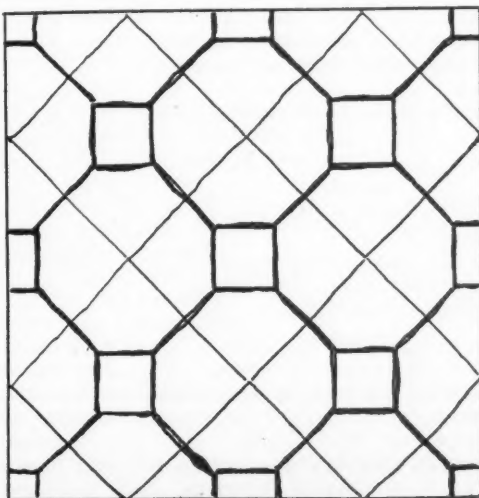
On a card or stiff paper, about 12x15 inches square, draw in good strong lines, some such pattern as the one shown at the bottom of this column.

Let the children look at it for five minutes and let each one in turn tell you what seems to be the principal point of interest. Some of them will select the square in the center, others will pick out the crossed lines, one will say that the pattern grows from the center outward, and others will say that it grows from the border in. This pattern should then be laid aside and the class should draw (preferably on paper laid out in squares in order that the labor of making geometric figures may be reduced to the minimum) what they recall of the pattern.

Follow this simple pattern by a set of others, each a bit more complicated than the last. Very soon, with such a series as this, having accustomed them to the use of squares and crossed lines, set them to making designs of their own, using only these elements.

Follow this work with designs of diamond figures and then pass on to simple curves and segments of the circle, until you reach complicated patterns of curves and other form, more or less conventional.

Vary the work by giving the children borders or running patterns or corner pieces.



A Calendar of Memory Gems for March.

By L. H. HUMPHREY, New York.

[Sundays are omitted from this list.]

MARCH 2.

I saw you toss the kites on high,
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass,
O wind, a-blowing all day long!
O wind, that sings so loud a song.
—ROBERT LOUIS STEVENSON.

MARCH 3.

A good laugh is sunshine in a house.
—WILLIAM M. THACKERAY.

MARCH 4.

In life's small things be resolute and great
To keep thy muscle trained; knowest thou when Fate
Thy measure takes, or when she'll say to thee,
"I find thee worthy; do this deed for me?"
—JAMES RUSSELL LOWELL.

MARCH 5.

Gather Kittens while you may,
Time brings only sorrow;
And the Kittens of To-day
Will be Old Cats To-morrow.—*After Herrick.*
—OLIVER HERFORD.

MARCH 6.

Such a 'dicl'us, dumpy, three years' thing
To have such settled views.—*Anon.*

MARCH 7.

She came attended by a maid who bore
A tender child—a babe too young to speak—
Upon her bosom,—Hector's only son,
Beautiful as a star; whom Hector called
Scamandrius, but all else Astyanax.—*The Iliad.*
—HOMER.

MARCH 9.

And yet poor Edwin was no vulgar boy.
Deep thought oft seemed to fix his infant eye.
Dainties he heeded not, nor gaude, nor toy,
Save one short pipe of rudest minstrelsy;
Silent when glad; affectionate, tho shy;
And now his look was most demurely sad,
And now he laughed aloud, yet none knew why.
—JAMES BLUTHE.

MARCH 10.

Then Robin Hood put his horn to his mouth
And blew blasts two and three;
When four-and-twenty bowmen bold
Came leaping over the lea.—*Anon.*

MARCH 11.

The meal unshared is food unblest;
Thou hoard'st in vain what love should spend;
Self-ease is pain; thy only rest
Is labor for a worthy end.—*The Voices.*
—JOHN C. WHITTIER.

MARCH 12.

There was never a king like Solomon,
Not since the world began;
But Solomon talked to a butterfly
As a man would talk to a man.
—RUDYARD KIPLING.

MARCH 13.

There will I make thee beds of roses
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroider'd all with leaves of myrtle.

A gown made of the finest wool,
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of the purest gold.

—CHRISTOPHER MARLOWE.

MARCH 14.

O learn to love; the lesson is but plain,
And once made perfect, never lost again.
—*Venus and Adonis.*
—WILLIAM SHAKESPEARE.

MARCH 16.

I played there were no deeper seas,
Nor any wider plains than these,
Nor other kings than me.
—ROBERT LOUIS STEVENSON.

MARCH 17.

The merriest folks are the best, I know;
For those who are laughing and gay
Are the ones who are willing to stop and show
Tired people an easier way.—*Anon.*

MARCH 18. WEDNESDAY.

By Woden, God of Saxon,
From whence comes Wednesday, that is
Wodensday.
—CARTWRIGHT.

MARCH 19.

Earth with her thousand voices praises God.
—SAMUEL TAYLOR COLERIDGE.

MARCH 20.

But for some trouble and sorrow, we
should never know half the good there
is about us.
—CHARLES DICKENS.

MARCH 21.

Birdies with broken wings
Hide from each other,
But babies in trouble,
Can run home to mother.
—MARY MAPES DODGE.

MARCH 23.

He who has learned to obey,
Will know how to command.
—SOLON.

MARCH 24.

Grass begins to grow,
Dandelions come;
Snowdrops haste to go
After last month's snow;
Rough winds beat and blow,
Blossom on the plum.
—NORA HOPPER.

MARCH 25.

There's a dear little house in Good-Children Street—
My heart turneth fondly to-day
Where tinkle of tongues and patter of feet
Make sweetest of music at play;
Where the sunshine of love illumines each face
And warms every heart in that old-fashioned place.
—EUGENE FIELD.

MARCH 26.

The cock is crowing, the stream is flowing,
The small birds twitter, the lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest are at work with the strongest;
The cattle are grazing, their heads never raising,
There are forty feeding like one!
—WILLIAM WORDSWORTH

MARCH 27.

The quality of mercy is not strained:
It droppeth as the gentle dew from heaven
Upon the place beneath; it is twice blessed;
It blesseth him that gives and him that takes.—*Merchant of Venice.*
—WILLIAM SHAKESPEARE.

MARCH 28.

But four young oysters hurried up,
All eager for the treat;
Their coats were brushed, their faces washed,
Their shoes were clean and neat—
And this was odd, because, you know,
They hadn't any feet.
—LEWIS CARROLL.

MARCH 30.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!
—HENRY HOLCOMB BENNETT.

MARCH 31.

Build me straight, O worthy Master!
Staunch and strong, a goodly vessel,
That shall laugh at all disaster,
And with wave and whirlwind wrestle!
—HENRY W. LONGFELLOW.

A little boy was dreaming,
Upon his mother's lap,
That the pins fell out of all the stars,
And the stars fell into his cap.

So when his dream was over,
What should that little boy do?
Why he went and looked into his cap,
And found it wasn't true.—*Anon.*

Nature in Early Spring.

By LILLIAN C. FLINT, Minnesota.

The Blue Bird.

I. DESCRIPTION.

Male bird has entire upper parts, including the wings and tail, blue. Front and sides are reddish brown. Belly and feathers below the tail, white.

The female bird is paler in color, and the parts have a decided grayish tinge. Length about seven inches.

Young birds, on leaving the nest, have whitish spots on the blue on the back.

II. HABITS.

Before the snow is fairly melted its merry voice is heard. This makes it welcome when there is so little bird life.

Every old orchard in the country affords nesting-places. A deserted Woodpecker's hole and bird boxes attract the little bit of blue with wings.

The nest is made of fine grasses, and from four to six pale blue eggs are laid in the nest.

They love to build near houses, and in the city often frequent the trees in the yards and along the streets and parks.

Eggs about three-fifths of an inch wide and four-fifths of an inch long. They breed from March to May.

In winter they fly in flocks of ten to fifty. Their wanderings are regulated by food supply and weather.

They utter their song according to season, bright and cheerful in the spring but as autumn approaches it becomes plaintive and sad, seeming to foretell the gray days and falling leaves.

III. LOCALITY.

United States, eastern portion, and to the eastern slope of the Rocky Mountains, north to Manitoba and Nova Scotia. In winter they range from southern New York to the Gulf States.

They are a city as well as a country bird, and hop about the garbage piles in the back yards, and on the leafless boughs, as a true harbinger of spring.

American Robin.

I. DESCRIPTION.

Grayish brown top coat, with darker trimmings at the wings. Brilliant red vest, broad and wide, extending like a red sweater all over the front of his breast, warm and thick.

Bill moderate size, slightly curved downward, just the thing for getting out the unwary angle worm, with which he stimulates himself, so that he can get up at five o'clock in the morning and give a concert.

Lowell says that to see him preempting the lawn as if he owned the whole place, and looking at his assured manner, one would never believe that he was filled with raw earthworms.

II. HABITS.

Comes back the earliest of all birds that migrate. Builds his nest of straw, sticks, horsehair, weaving it so deftly, and patching and sodding it with so much care that when dried it is often water-tight.

Lays four or five blue eggs, cares for his young and frequently raises three or four broods in a season. Eats fruit, with a sure eye to the very best. Morning concerts sometimes reach the verge of pain, but he means well.

Loves to sing in the rain, will play with a hose, and take his bath under the sprinkler on the lawn.

Eats crumbs and seeds thrown out, takes his dinner from the row of green peas before anyone can get ahead of him.

Not much difference between the Eastern and Western robin. His manners, habits, and song are much alike.

His powerful muscles and wide stretch of wing fit him beautifully for all parts of the Western mountains; always the same cheery, busy, noisy body.

Helps himself up a mountain by taking the side of a cliff, and, as he rises, striking his feet against a tiny projecting rock or twig.

Nests in all sorts of crannies and niches about the house, sits calmly on a telegraph wire, and preens his plumes.

III. LOCALITY.

All parts of the United States; in Europe called a thrush, which he really is. He is a "faithful steady," never late, and always here with the spring.

My School by the Bed.

By EDWARD F. BIGELOW, Stamford, Conn.

NOTE. "Here's the mail; card from Mr. Lang. Says he must have next 'Our School Out of Doors' right away," remarked my daughter, as she brought in the mail.

"Write him that I'm too sick for even a school out of doors!"

"Guess your school will be right in this room for a few days."

"Good suggestion. Don't write him. Bring pad and pencil and we'll hold school here to-day—in the midst of fever, ague, and grippe combined."

And this is the result.

For nearly two weeks I have been confined to my room by a severe attack of the prevalent epidemic, *la grippe*. For many months previously I had not known a sick day. I had been rushing hurriedly from this thing to that, enthusiastically entering into whatever work was in hand, but suddenly I was prostrated. The physician was called. He at once thrust a thermometer under my tongue and jocosely told me to shut my mouth and keep quiet; with a watch in one hand and my wrist in the other, he informed me that I had a high fever and that I could do no more work until the fever came down. I inquired how long, and he replied:

"That's largely for you to determine, also your constitution, how you behave, and how well you follow my orders."

I have done the best I could to get back to normal, and to-day, when he removed the thermometer from under my tongue, he said, "Pretty nearly right."

"What is all right?" I inquired.

"Ninety-eight and three-fifths."

"And what am I now?"

"Only ninety-nine."

"Say, doctor, you are too much of a stickler. No other profession on earth would side-track on two-fifths of a degree."

He looked at me quizzically. I imagined that he thought the two-fifths of a degree had affected my head, but I continued:

"What do you call it when the temperature runs below the normal?"

"Only so much below the normal, but as it goes down the doctor gets as frightened as when it rushes up."

"What are the extreme height and depth of temperature; that is, how much of fever or of chill can a man endure before he dies?"

"From sixty-seven degrees in certain cases of cholera to one hundred and ten and three-fourths in certain cases of tetanus."

"So a range of forty-three and three-fourths degrees is the most? Tell me, too, how slight a fluctuation above or below normal is an indication of ill health."

"One can hardly say. Even a little fluctuation shows something wrong."

"But why," inquires the doctor, "are you asking this?" (And perhaps you, my reader, are inquiring, too, and are already wondering whether this is an article on pedagogy, the peculiar experience of a teacher or a "write up," leading to some climax to advertise a remedy for fever and ague. Let me think for a moment, reader. I—I—yes, your surmises are right. It is all three!)

But to return for a moment to the doctor. He is just shaking hands, good-bye. "I think you are getting better, Bigelow," he says. "At first, I mean at first this morning, I thought you were quizzing me to see if my treatment is right; but now I surmise that you are not so much symptomizing as you are philosophizing about what you talk to teachers on bugology and things like that."

I admit that the doctor's diagnosis of that particular phase of the case is right. When one lies about the house almost helpless for a week, he comes to see everything thru a mist of fever-and-chills, and longs for the normal ninety-eight and three-fifths.

I should not like to be a doctor. No, no! He sees so much of ailments that I should think he would soon begin to believe that there is no such thing as real health in the world. When I think of how one week of fever and chills has colored all my mentality, I am loathe to imagine what would be the effect if I should see about forty cases every week, for several weeks in the year. Yet there may be a difference between experiencing and observing. I think there is. My experience has taught me to appreciate robust health as no observation could do. The personal touch was necessary.

* * * * *

I vividly recall a visit, made not many weeks ago, to inspect the nature study work of an enthusiastic teacher. She always followed what her principal told her to do, to the letter, to the letter Z, —no H, I, J, K, L, etc., for her—nothing short of the full limit. It appears that the principal, after due deliberation, much reading, and no little listening to lectures on nature study at Teachers' Institutes, had decided to "have nature study." And so he informed this enthusiastic teacher, and she informed the children. In fact, she informed them about every minute in the day. She believed that a thing worth doing is worth doing well, and she had such implicit confidence in her principal that she believed what he decided to be worth doing, was really worth doing. So they correlated, and their correlation led everything to nature study. Even arithmetic (so-called) added, divided, and subtracted the rings in the abdomens of dragon flies, the joints in the antennae of butterflies, the petals of flowers, the nuts, the seeds, the pebbles, —everything was nature study.

If you should put me for a few moments to-day into that school, I would make these inquiries and suggestions:

"Miss E. T., how long have you had this trouble? Did it distress you much at first; have you that tired feeling? You look flushed and worried. Let me take your temperature and pulse."

"Whew! You have it bad. Pulse one hundred and twenty-three; temperature, one hundred and ten (in the shade, and everything else put into the shade, too!). Take a rest. Drink quantities of

pure R. R. R-ipping waters. Your fever is very, very high; you must reduce it or your whole constitution will go to pieces. Look out for this grippy weather (in educational circles). There are a lot of 'pneu' manias in the air."

"Mrs. B., you may draw this bed-quilt around me a little tighter, and send word to someone downstairs to take a look at the furnace. How difficult it seems to get the temperature even. There! Don't let that window be down even an inch from the top."

* * * * *

So, my reader, I want to tell you. I arrived at my home only a few days ago, after a week of Institute work, at which my colleague was Preston W. Search, author of "An Ideal School." I have been with him before, and have heard him tell his favorite story of the woman who was afflicted with a terrible disease unknown to science. Notwithstanding the efforts of the doctors and the nurses, she became colder, colder, colder, colder,—

"B-r-r-r, just bring that bed-quilt up around me a little closer!"

In vain they tried medicines, vapor baths, and boiling springs. Steadily she grew colder, colder, colder, colder,—

They sent her to Florida, but there, in spite of warm climate and sun baths in her sanatorium, she grew colder, colder, colder, colder. They sent her to the equator. But she steadily grew colder, colder, colder, colder.

Finally, completely discouraged, the attendants brought her to her Northern home. And there (so Professor Search gravely informs us) they put her alive into a crematory heated as never before. The sorrowing friends sat and waited.

At last, one, a little impatient, opened the door to see if she were warming up, when, from the depths of the fire came a snappy, "Shut that door. Do you want me to catch cold in this draught? I'm growing colder, colder, colder, colder."

A council was held. They saw that all was useless. So they took her out, and to help pay expenses, they set her to teaching school. And Professor Search raises one hand above his head and solemnly affirms, "There she is now, teaching and growing colder, colder, colder, colder."

("Here! Take another tablet to stop the ague coming on again. Want another handkerchief?")

Yes, give me another handkerchief. I am moved to tears by the truth of the story. I do wish people would not be so literally matter-of-fact. I know it is true because I have visited the woman's class in nature study. They took a vote in that school on preferences for studies, and nature study received about three, as I recall it, and there were about fifteen hundred pupils in the school. And all of them had warm hearts, and I firmly believe were capable of really loving, of living, at normal ninety-eight and three-fifths; but they had grown colder, colder, colder, colder.

("There! You have written enough. Let me draw your chair to the window. Now, look out. Isn't it beautiful?")

Indeed it was beautiful. The hills blue in the distance, the forest trees glimmering thru the misty sunlight. Oh, it was beautiful, and, to a jaded man, indescribably restful. When will the time come for me to get away from this terrible chill and walk in that glorious sunshine, in ninety-eight and three-fifths. Come to think of it, I do sometimes,—in fact, most of the time. And most other people do, too. But the fever and chills, after all, are the exception. What a consoling fact that is. Good health in life, even educational, pedagogical life, is the rule. It is only the exceptions that make us better prize the rule and induce us to labor more abundantly to make it the standard.

SPRING TIME GREETING.

MENDELSSOHN.

Andante.

p

1. Soft ly in my heart I hear Sil ver bells a'
2. Fly a way, sweet songs and tell Gen tly, as you

ring ing. Mel o dies of Spring Time cheer
meet them: Ev ry rose, I love her well,

They are gai ly sing ing.
And the birds, I greet them.

pp

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Public Opinion Concerning Education

As Reflected in the Newspapers.

Clubs for School Children.

[Chicago Journal.]

The problem of furnishing recreation for public school pupils is a serious one, and President Schneider's plan to provide clubs to take the place of the discredited fraternity organizations seems likely to solve it.

Club rooms are to be furnished in the school buildings, and membership is to be open to all pupils. Thus it is hoped to free the clubs from the snobbishness that characterized some of the fraternities. Otherwise, however, the clubs are to be left to their own devices, subject, of course, to the friendly supervision of the school board.

If these clubs can be made popular and pupils can be interested in them, they should have a good influence in school life. They will refine manners, quicken the instinct of social interest and prepare their members for the larger affairs that will fill their lives in later years.

The lessons that will be learned in the clubs will be nearly as important as those of the schoolroom, and parents and teachers alike should take an active part in making them interesting. They should do much toward improving the quality of future citizenship.

Women Teachers and Mollycoddles.

[Washington (D. C.) Times.]

Dr. G. Stanley Hall deplors the superabundance of the woman teacher. He fears that it is making the boys effeminate. He also remarks that one of the "evils of this feminization of the public schools is the sentimentality that cannot tolerate flogging."

The schools must have changed. Nature must have changed. The preponderance of women teachers is nothing new. The schoolmaster has always been in the minority. We refer, of course, to the city. In the country the desk has often been occupied—and is to-day, in fact—by young men trying to save money to take them into some other profession.

But in the city the schoolma'am is in the majority. She was long ago. But there was no talk long ago about her turning boys into mollycoddles. If she took the liberty of eating chocolate caramels in the presence of the class and receiving occasional calls from her beau—who was disguised as a "visitor"—she also did not hesitate to apply the stick. We remember schoolma'ams who inspired much more fear than did any educator in trousers.

In bygone days, when the rattan was the symbol and the producer of peace and obedience, the woman teacher called upon the principal for assistance only when her good right arm was weary of wielding the stick. We think that the notion to treat unruly boys to taffy has come rather from indulgent parents than from women teachers. Time was when, if the boy went home and reported that he had had a licking, he got another for his pains. Now, if a pupil's sensibilities are the least disturbed, it is the fashion to get up a remonstrance. In addition to the pupils, graduates of the school will gladly sign the paper.

"The rod," says one of the supporters of Dr. Hall, "should be restored to the schools." It is easy to say this; it will be another matter to do it. Frankly, we doubt that the leading pupils would permit it. The only feminization of the schools is plainly to be seen in the disposition of precocious pupils to have their own way.

The Examination Evil.

[Montreal Star.]

The Ontario Education Department has issued a circular taking the emphasis off examinations. It proposes that hereafter the chief end of the work of the schools shall not be the passing of examinations but the formation of character. Where examinations are necessary, they will be retained; but other tests are to be applied to the qualifications of pupils for advancement, and there is to be an effort to stop the stream of pupils educated for clerical and professional pursuits and to pay more attention to industrial training.

The dethronement of the examination is, at any rate, a genuine good. There are few things worse for a school than to have its pupils straining every nerve to pass the examinations, as if that were the purpose of schooling. The fact is that the system of examination is largely a device for the helping out of a lazy or incompetent teacher. If a teacher be capable of doing his or her work and does it, that teacher is perfectly well aware what pupils should be promoted, and what pupils should not, without pressing them all thru the sieve of a written examination. In fact, such teachers not infrequently have the experience of being surprised at the results of the examinations, and knowing that pupils have failed to pass who are better worthy of it than some who have succeeded.

Then the examination habit distracts the attention of the pupil from the best side of education—the side which gives him the information he desires and can assimilate, and which begins the culture of his mind. A coming examination casts its shadow before, and impels pupils to think almost wholly of memorizing possible answers to probable questions. They will not waste time on any feature, or effect of education which cannot be used to the best advantage in the examination hall. They abnormally train and strain their memories; and leave uncultivated their reasoning faculties and their appreciation of the true, the beautiful, and the good. The last thing they bother with is character.

This is quite as true of the older students as of the younger pupils.

Wake Up, Rochester!

[Springfield (Mass.) Republican.]

The women of Rochester, N. Y., have inaugurated a movement by which they hope to have the children in the public schools furnished with free text-books. It is to be noted that some of the newspapers there are disposed to ridicule this demand. Perhaps they do not know that provision of this kind has for a good many years been made in Massachusetts. This is by State law, which was designed to make the schools fully available to all the people, and the free-text-book plan has worked well. There can be no doubt that the necessity for buying school books is a burden upon people of small means, and one which the community can well afford to assume in its effort to raise up an intelligent citizenship. The effort at Rochester appears to be to have the municipality provide the text-books, apparently without a general law, but the argument would apply just the same.

The Educational Outlook.

European Trip for School Teachers.

The officers of the National Civic Federation have completed arrangements for sending five hundred or more public school teachers to Europe next fall, to study methods of teaching abroad.

The movement is the result of the Mosely expedition of English school teachers to this country in 1905-06. The visits of the American teachers will be continued to schools of elementary and secondary grade, to be made to manual training, industrial and trade schools, and institutions for the training of teachers. Thru the co-operation of the International Mercantile Marine Company, it is said that special rates for the trip will be secured.

A statement issued on behalf of the Federation in regard to the expedition, says:

"The National Civic Federation recognizes that trade and industrial schools will, sooner or later, become a part of our public school system, and that possibly some readjustment of the general work of the schools will be necessary to meet new conditions. The teachers who visit Europe under the auspices of the Federation will have an opportunity to examine at first hand what is being done for children abroad in the common schools and in the special schools. They may find much to imitate, and possibly some things to be avoided, but their increased experience cannot fail to be helpful in the development of our school work."

Among the members of an Advisory Committee which has charge of the mat-

ter, and of which President Butler, of Columbia University, is chairman, are:

Elmer Ellsworth Brown, Commissioner of Education, Washington, D. C.; Edwin G. Cooley, President National Education Association, Chicago, Ill.; Henry Clay White, President Georgia State College of Agriculture and the Mechanic Arts, Athens, Ga.; Carroll D. Wright, President Association for Promoting Industrial Education, Worcester, Mass.; W. H. Smiley, Principal Denver (Col.) High School; Henry S. Pritchett, President Carnegie Foundation, New York City; Homer H. Seerley, President State Normal School, Cedar Falls, Iowa; John W. Olsen, Superintendent of Public Instruction, St. Paul, Minn., and James M. Greenwood, Superintendent of Schools, Kansas City, Mo.

Practical High School Course.

Mr. Charles H. Leonard, a member of the Board of Education at Grand Rapids, Mich., in a recent speech stated that a new high school is needed for Grand Rapids. He suggested the following as a manual training course:

First Year—First semester: Mechanical drawing, wood turning, lectures on wood; its kinds and treatment for various uses. Second semester: Drawing, carving, cabinet-making, lectures on furniture designing.

Second Year—First semester: Foundry, instruction in molding and casting, lectures on the art, mechanical drawing. Second semester: Patternmaking, lectures on the evolution of woodworking machinery, history of the art of patternmaking, drawing of patterns.

Third Year—First semester: Mechani-

cal drawing, forging, lectures on the composition of iron. Second semester: Mechanical drawing, machine shop work, lectures on the composition of steel and on ironworking machinery.

Fourth Year—First semester: Electrical engineering, lectures on electricity, machine shop work. Second semester: Electrical laboratory work, lectures on electrical machines, wiring competitions, designing electrical machinery.

For the girls he had the following to offer:

First Year—First semester: Domestic science, plain cooking, laundry work, study of materials, as water, soap, bluing, starch, practice work with each lesson, waitress work, care and furnishing of dining-room, sewing, etc.; domestic art, hand sewing, making of pillowcases, corset covers, hemming, making of towels, napkins, etc. Second semester: Lessons on the care and manipulation of machines, and practice in machine sewing, elementary principles of drafting based on the study of the lines of the figure, drafting and making of white skirts with samples to cover different features, study of textile fabrics and textiles and implements used in hand work, study of industries, spinning and weaving, both primitive and modern, essay on cotton.

Second Year—Domestic science; chemistry of foods and science of cooking; study of foods and digestion in connection with practical work; housekeeping lessons to be given thruout the year; domestic art; principles of drafting, continued; drafting and making of drawers and cotton dress, consisting of shirtwaist and skirt; continued study

(Continued on page 675.)

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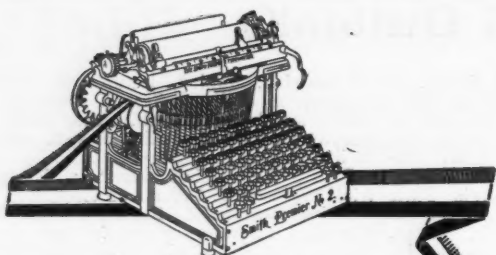
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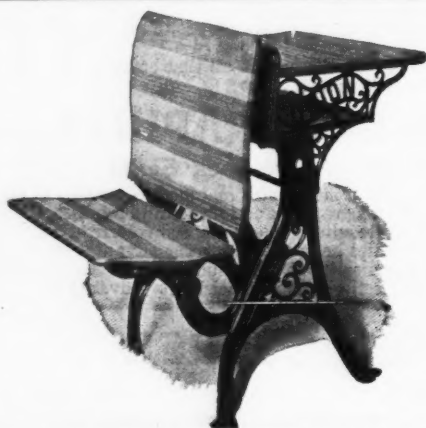
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(Continued from page 673.)

of fibers, textiles, and industries, spinning and weaving; essay on linen.

Third Year—Domestic science; chemistry of foods and science of cooking, continued; study of foods and digestion in connection with practical work; house-keeping lessons thruout the course; domestic art; study of costume; advance drafting, including drafting of close-fitting linings; drafting and making of close-fitting wool skirt, lined; practical work in adjusting tissue patterns to figure, according to measurements; millinery and art needlework; study of headgear, with view to cultivating good taste in form and color; remodeling and making of spring millinery; practice work in fancy stitches, including drawn work; embroidery, spinning and weaving; essay on wool.

Fourth Year—Domestic science; invalid cookery; sanitation; advanced cookery; dietary study of food values; planning, purchasing, preparing and serving meals; domestic art; continued study of costume; dressmaking, making a wool waist over previously fitted lining; drafting of close-fitting skirt pattern; making of wool skirt; continued study of textiles; essays on costumes and on silk.

Free Text-Books Wanted at Rochester.

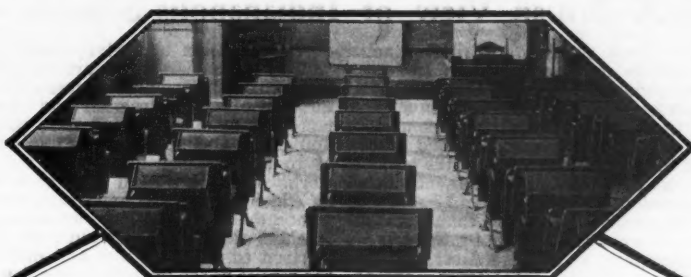
The Central Trades and Labor Council of Rochester recently adopted by a unanimous vote the following resolution:

Resolved, That in order to confer the greatest good on the greatest number of the scholars attending our public schools, we ask that school books and all needed school supplies be furnished to them without charge. We call attention to the fact that this system is in use in the leading cities of our State, like New York and Buffalo, in the former for over half a century, and its beneficial results in enabling general attendance are not questioned.

Religious Educational Association.

A three days' session of the Religious Educational Association was held in Washington, D. C., early in February. The various departments of the association which held meetings included: Universities and colleges, Sunday-schools, elementary and secondary schools, Christian associations, young people's societies, religious art and music, foreign mission schools, fraternal and social service, theological seminaries, teacher training, churches and pastors, Christian associations, and the home. At these meetings questions were discussed by college presidents, professors, ministers, and laymen.

The Holden Book Cover Company of Springfield, Mass., have found it necessary every year for many years to increase their facilities for taking care of their greatly increased demand. The steady annual growth, however, makes it desirable for School Boards to enter their orders as early as possible for future shipments, so that irritating delays can be overcome.



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It is a text-book which the average pupil who is ready to take up this subject can understand and study to the satisfaction of himself and his teacher. It includes just the points that you would put into such a book and omits just what you would omit.

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MAKE-UP.—This book contains 206 pages, divided into twenty-six chapters, which are sub-divided into topics briefly treated in separate paragraphs. Differences of importance are clearly indicated by differences in type. The print is good. The binding is in cloth with gold letter, and is attractive and substantial. There are fine, full-page, suitable and interesting illustrations.

Christopher Sower Co., Publishers

614 Arch Street

Philadelphia

For the Reform of School Boards.

[Detroit Journal.]

The announcement that the constitutional convention is working on a scheme to completely alter the system of electing school inspectors will be received with satisfaction by the citizens of all Michigan cities where school board machines are in control. The education committee is considering the advisability of having school boards elected by citizens at large instead of each ward electing its own inspector. Theoretically, the ward principle is the correct one, but it has worked out about as badly as possible, and the experience of Detroit in this respect has not been different from that of other large cities.

Detroit is especially fortunate in the fact that among the members of the committee are some who have a thorough knowledge of the conditions prevailing

here. C. M. Burton was a member of the school board, and knows from close observation how a school system can be made the mere tail of a school board political machine. The chairman of the committee, Prof. Delos Fall, is an educator of national reputation and was superintendent of public instruction for years. Levi L. Barbour is a regent of the University of Michigan, and has made a lifelong study of education in the large cities. He drafted the bill to reorganize the board which was rejected by the Legislature some years ago. This bill was acknowledged to be the best school plan for a city that had been submitted for many years. The other members of the committee are also men eminently fitted for the work.

Two plans are before the committee, one to have the schools administered by a commission, the other to have the members of the board elected at large.

With a board elected by the whole people we would hear less of petty ward squabbles over the appointment of a janitor or a scrubwoman, mere ward politicians would have little chance of being elected, and we would be more likely to have men of the caliber of those who gave their time and energy to the cause of education in the past—men such as Judge Wilkins, Judge Lillibridge, C. C. Trowbridge, Henry Harmon, William A. Moore, and Jacob S. Farrand. We might have a board that the city could be proud of.

The movement towards a further practicalizing of public education, now taking such a hold in the West and Southwest, especially appeals in this state, and a liberal part of the magnificent public school endowment of Texas will be used to develop a splendid system of public school agricultural training.



Question. Of what does Pencil Geography treat?

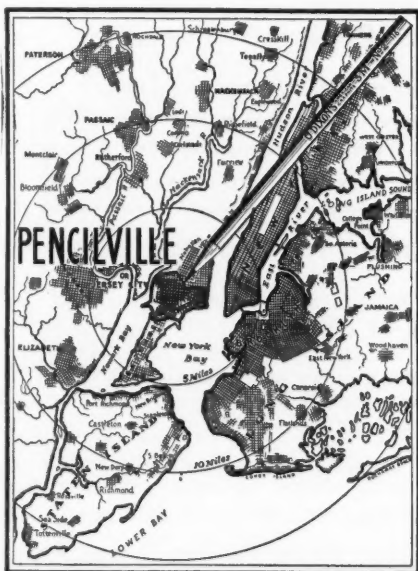
Answer. Pencil Geography treats first of the materials out of which Dixon's American Graphite Pencils are made; second, where and how these materials are obtained; and third, the process of manufacturing these materials into pencils.

"Here's the book I sought for so."

—JULIUS CAESAR, Act 4, Scene 3.

A PENCIL GEOGRAPHY

Issued by the JOSEPH DIXON CRUCIBLE COMPANY. It is convenient in size and shape, handy to carry in the pocket, and just enough in it to be read without any fatigue. It is patterned after the old school geography of forty years ago, in which the subject was taught by means of questions and answers. It gives answers to the many questions which are being continually asked as to where the materials come from which compose the pencil, and also how they are put together. We think it will help you in your work in the school-room.



It was Samuel Johnson who said:

"Books that you may carry, and hold readily in your hand, are the most useful after all."

This illustrious writer must have had in mind something similar to this little book; for it is quite compact, only 20 pages, and yet contains just the information that so many teachers want to give to their pupils. How many teachers can tell just how the lead gets into the pencil?

If any superintendent would like a number of these books for his teachers' use, we will be glad to send them FREE OF ALL CHARGE.

JOSEPH DIXON CRUCIBLE COMPANY, - - - Jersey City, N. J.

Poems for Recitation.

The Cottage Door.

Even the homeliest lane is sweet
When summer strays this way,
When shade and sun like cronies meet
And kiss beneath a spray,
And in the creamy elder flowers
Sing little sudden, silver showers.

When all the little field paths go
To find the fairest things:
A nest where broad-leaved strawberries
grow,
Half hid by two soft wings;
Clusters of crimson columbine
Spilled over rocky hills like wine.

But nowhere, all the green world o'er,
Are summer days so bright
As by the happy cottage door
In the soft shaded light,
Where cottage roses smell so sweet,
And bees croon in the balmy treat.

The swallows twitter on the eaves,
The pigeons coo and call,
Till sunset's red shines thru the leaves,
And gray night shadows fall,
While fresh winds from the field and sea
Flutter within the doorside tree.

The night breathes tenderly about
The quiet little place;
The lady moon steals softly out,
And looks on us with grace;
The stars their silverest radiance pour
About the peaceful cottage door.

And when bold winter's fierce sword
gleams,
And he brings his wild kin,
The latch beneath the white vine seems
Always to say, "Come in."
Tho winds are keen and cold is sore,
'Tis summer just inside the door.
—SUSAN HARTLEY SWETT in the
Christian Endeavor World.

The Lazy Lad.

Young Albert was a lazy lad,
And idled all the day,
He was not really very bad,
But had a slothful way.
He would not work, and even had
A great dislike for play.

On journeys he could never go,
He tried and tried in vain;
But he was always late, and so
At home he would remain,
Because he was so very slow
He always missed the train.

Once he took up a slice of bread
And looked at it in doubt,
And when they asked him why, he said
As he began to pout,
"The butter is so hard to spread,
I'd rather go without."

And when the Christmas sleigh bells rang,
And Santa Claus cried "Whoa!"
And when the reindeers swiftly sprang
Across the winter snow,
His stocking he would never hang,
Because it tired him so.

It made him tired to go to bed;
It made him tired to rise;
It made him tired to lift his head,
And tired to shut his eyes,
He would not wink, because, he said,
It seemed like exercise.

And so thru life young Albert went,
A lazy, lazy lad,
He never earned a single cent,
And never wished he had,
Oh, he was very indolent,
And yet not really bad.

—St. Nicholas.

Two Little Maids.

Little Miss Nothing-to-do
Is fretful and cross and so blue;
And the light in her eyes
Is all dim when she cries,
And her friends, they are few, oh, so few!
And her dolls, they are nothing but
sawdust and clothes,
Whenever she wants to go skating it
snows,
And everything's criss-cross—the world
is askew,
I wouldn't be Little Miss Nothing-to-do,
Now, true,
I wouldn't be Little Miss Nothing-to-do,
Would you?

Little Miss Busy-all-day
Is cheerful and happy and gay,
She isn't a shirk
For she smiles at her work,
And romps when it comes time for play;

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readers.

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Her dolls, they are princesses, blue-eyed
and fair,
She makes them a throne from a rickety
chair,
And everything happens the jolliest way,
I'd sooner be Little Miss Busy-all-day,
And stay
As happy as she is, at work or at play,
I say. J. W. FOLEY.

Get Busy.

If you have a task, my son,
Pitch right in and get it done,
"Well begun's half done," you know,
Says the maxim, and it's so.
Jump into your work with zest;
When you finish stop and rest—
Get busy!

Boy, be at your toil to-day,
All to-morrow you may play,
You'll enjoy the recess more
If your work you do before.
Only one way to get thru;
Keep hard at it till you do.
Get busy!

Boy, it's such a little span
From the far rear to the van.
Dash ahead and win the stake.
You can do it. Make the break,
Rest and holiday are where
Work is done. Strike out for there.
Get busy!

—Selected.

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New York City.

For Union of City Colleges.

Consolidation of the Normal College for Girls and the College of the City of New York for Boys is favored by the commission appointed by the mayor to inquire into and report "upon the practicability of bringing into closer and more efficient relationship the institutions for collegiate special, and secondary training maintained by the city and of avoiding duplication in their work and service."

The members are agreed that there should be but one president for the two colleges and one board of trustees and one faculty. Each college should, it is proposed, have a dean.

Since the retirement of President Hun-

ter of Normal College over a year ago, the vacancy has not been filled, and consequently, if the recommendation of the mayor's commission is carried out, it is more than likely that President John H. Finley of the College of the City of New York, will be made the head of the combined institutions.

So far as can be learned the commission does not favor a complete merging of the two institutions, but believes that they should be kept separate and distinct, but with a single board of trustees, president, and faculty.

The decision of the commission has been reached after many months of investigation and deliberation. A large number of hearings have been held, and members of the Board of Trustees of the two institutions, members of the faculties, alumni, and others interested in the

colleges have presented arguments for and against consolidation. The reports of the hearings are now being studied by the members of the commission preparatory to the preparation of their report to the mayor.

Committees of New York Board.

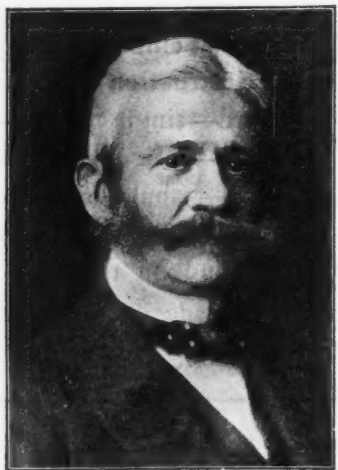
President Winthrop, of the New York City Board of Education, has announced the new committees of the Board for the current year. The most important change is the retirement, at his own request, of Chairman Adams, of the building committee. Mr. Adams is succeeded by Commissioner Schaedle, of Brooklyn. The committees include the following:

Finance—Greene, chairman; Ingalls, Kanzler, Thomas, and O'Donohue (vice Crownshield).

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Elementary Schools—A. Stern, chairman; Ingalls, Kelley, Cosgrove, Kanzler, M. S. Stern, Adams (vice Coudert), M. J. Sullivan, and Suydam.

High Schools and Training Schools—C. J. Sullivan, chairman; Coudert, Freifeld, Greene, Higgins, Man, Dr. McDonald Partridge, and Crowinshield (vice Katzenberg).

Special Schools—Dr. Haupt, chairman; Aldcroftt, Dr. Bruce, Dresser, Ferris, Hollick, and Adams (vice C. J. Sullivan).

Studies and Text-Books—Jonas, chairman; Francolini, Greene, Sherman, and Crowinshield (vice Everett).

Lectures and Libraries—Vandenhoff, chairman; Dresser, Francolini, Hollick, Dr. McDonald, Somers, and Dr. Bruce (vice M. J. Sullivan).

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Executive Committee on the Nautical School—Aldcroftt, chairman; Dr. Bruce, Delaney, Donnelly, Somers, May (vice C. J. Sullivan), Suydam.

Athletic Fields—Wingate, chairman; Greene, Hollick, Thomas, C. J. Sullivan (vice Coudert).

Executive Committee of the Normal College—Sherman, chairman; Barrett, Dresser, Gillespie, Harrison, Man, M. S. Stern, and Coudert (vice Katzenberg).

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A Disappointed House Builder.

All thru the winter a long strip of muslin which seemed to have been torn from a sheet lay on the ground in the clothes-yard. One day after spring came it was seen fluttering in the stone wall, some thirty feet, perhaps, from the place where it had been lying.

Supposing, of course, that the wind had blown it there, the inmates of the house thought no more about it, until they saw a robin tugging at it, apparently trying to carry it off. The next morning it was still in the wall, but in a little different place.

On the morning after, it was lodged in a tree several feet away; and as the wind had been very light, and besides had been in the wrong direction to carry it there, the house inmates came to the conclusion that its removal was probably the work of the robins. If so, they must have been disappointed in its use for building material, as it still hangs in the tree, much torn and discolored, but the very same piece of muslin which lay thru the winter in the clothes-yard.

A Funny Habit.

A pug dog for which the family where he lived entertained great affection, fell into a certain habit which gave them much amusement. One afternoon while one of the daughters was making preparations to go out, the dog rushed about in such evident delight, that she said, "What is the matter, do you want to go?"

Of course, this increased his excitement, and when she said, "Get your things on, then," he rushed off upstairs and came down with a handkerchief in his mouth, and stood waiting before the young lady. He had never done this before, but afterward whenever he saw any of the family getting ready to go out, he would rush wildly about until he had found some piece of cloth small enough to carry in his mouth, while he waited for the person to get ready.

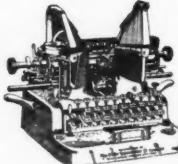
Homesick.

A fox terrier was once taken by its mistress when she went to stay over night with a friend.

About nine o'clock (the dog's usual time to go to bed) he became so very uneasy that his mistress feared he was sick.

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He would go to the door as if asking to go out, and when the door was opened would look out and turn back into the room. This he did several times, and several times went just outside the door, whining immediately to be allowed to come in again.

When the family began to make preparations for retiring, his uneasiness increased. At last his mistress threw down her cape for him to lie upon and he immediately curled up and went to sleep. He has visited at the same place several times since, and shown no uneasiness.

A Lone Traveller.

Long after the winds of winter had warned all migrating birds that it would be wise for them to seek a warmer climate, a farmer was walking beside his fields one morning, when he was surprised to hear the "honk, honk," of a wild goose.

Upon looking up he saw a lone traveller, flying so low and so near that he could plainly see its eyes. This was such an unusual occurrence that he hastened to the house to tell the family what he had seen, saying that he thought that the wanderer must have become weakened in some of the early winter storms and been obliged to spend a few weeks of loneliness in some friendly pond. He evidently knew where his companions had gone and seemed to be in no danger of losing his way.

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A Wise Mother.

The old house cat became very wise after several years of motherhood. She had always hidden her kittens in the big barn upon the highest loft, and in the most difficult place to reach. But the children had never failed to find their hiding place before the kittens were many weeks old.

We never knew why the mother cared to be so stingy of the companionship of her little ones, for the children were always kind to them, but she, no doubt, had her own sufficient private reason, one perhaps, which experience had taught her.

At last the children were foiled, for greatly to their surprise a family of kittens several weeks old began to play about the shed, and all the pleasure of cuddling the wee blind babies was lost.

The wise old mother had hidden them away back in the shed loft, where neither child nor man ever ventured.

A Naughty Pet.

A Guinea pig which was a great pet, was usually fed twice a day with warm milk which was always put into a small dish and placed inside the box in which he was kept.

Sometimes his mistress would be in a hurry and neglect to warm the milk. He would then smell of it and deliberately take the edge of the dish in his mouth and turn the milk into the sawdust in the bottom of his box. He never, even by accident, tipped over his dish at any other time, which showed that it was done on purpose.



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The year 1908 marks the close of a quarter of a century for the A. Flanagan Company, of Chicago. Twenty-five years of faithful service has been given by this company to publishing for and catering to the wants of teachers and school people. In that time it has published a long list of supplementary readers, teachers' helps, and aids for busy work. Certainly many thousands of human hearts could testify to the helpfulness and inspiration of these various publications.

In this quarter of a century, Mr. A. Flanagan, the founder and head of the house, has won many friends in the publishing as well as the educational field. His stern integrity, and his zeal for all that would help education, are understood and appreciated from Maine to California, and from the Canadian line to the Mexican border. May the next quarter of a century bring to the A. Flanagan Company even greater success and prosperity than has been the record of that just completed!

With 1908 begins the fortieth year that the Holden Book Cover has been so widely known all over the United States. There are to-day millions of fathers and mothers who had the Holden Covers on their school books when young, and now more millions of their children find them on their books.

The first Covers were made to fit each book, but the frequent changes in size of new editions by the publishers and the frequent changes in the courses of study left so many useless Covers on the hands of the School Boards it necessitated Adjustable Covers to prevent this waste.

The demand in 1907 showed a larger annual increase than any year since 1893 and 1894, panic years. A steady growth for each year for twenty-six years is remarkable.

Important steps in the progress of the coast extension of the Chicago, Milwaukee & St. Paul Railway have been announced. Work has advanced so rapidly that trains will probably be running between St. Paul and Butte some time in May or June.

According to present plans the Milwaukee & St. Paul's coast extension will be completed to Seattle early in 1909.—Chicago *Inter-Ocean*, January 5, 1908.

Best and Health for Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

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"When I was small I was troubled with eczema for about three months. It was all over my face and covered nearly all of my head. It reached such a state that it was just a large scab all over, and the pain and itching were terrible. I doctored with an able physician for some time and was then advised by him to use the Cuticura Remedies, which I did, and I was entirely cured. I have not been bothered with it since. I used Cuticura Soap and Cuticura Ointment but do not know exactly how much was used to complete the cure. I can safely say that Cuticura did a lot for me. Miss Anabel Wilson, North Branch, Mich., Oct. 20, 1907."

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